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on
the
Cover



Home run? Baseball has its "ins" and "outs" as this young player has discovered.
Photograph courtesy of Des Moines Register and Tribune.

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Recreation

September 1949

THE MAGAZINE OF THE RECREATION MOVEMENT

Editorial

YOU REMEMBER

YOU REMEMBER the watercress you found yourself by the stream, the chestnuts, hickory nuts, walnuts, butternuts, the tiny beechnuts you gathered in the fall after the frosts, the sassafras root, the blueberries, the elderberries, the wild gooseberries with their thorns.

You remember the smells—in the woods, in the swamps, in the pasture, by the seashore, where the wild roses grew, or the little island just thick with violets, the smell of the clam bake, the smell of the woods fire, the smell of the bayberry you ground up in your hands.

You remember the nice feel of the road dust on your bare feet, the good old "squish" of the mud between your toes, wading in the creek at recess, catching tadpoles to be watched as they grew up, turning over stones to find what lived underneath, wading out into the ocean, the first joy of swimming in the ocean, of giving yourself entirely to the water.

You remember—if you lived away from the mountains—the first climbs, the delight of finding the springs you could drink from, coming on the deer, watching them bound away from you, getting above the timber line, above the clouds, and when the sky cleared, looking for miles and miles.

You remember always the birds, the trees you

climbed as a boy to study their nests, the pheasants flying up, perhaps the wild turkeys, the dozen or so little bobwhite following their mother on the ground, one behind the other, yet never walking in a straight line, the tiny humming birds always coming to the same place by the side of the porch.

You remember many sounds—the sound of the sea when the ocean is calm, the sound of the sea in the winter storms on a rocky coast, the lapping of the lake water at your camp as you wake in the morning, the sound of the wind in the trees, the cry of the loon on the lake, the sound of the rushing mountain stream, the roar of the great falls, the sounds of myriads of insects, the sound of the "jug-ger-rum."

You remember the sight of the first flowers, the wheat just coming out of the ground, when the trees leaf out in the spring, when the leaves have their best color in the fall, when the first snow storm comes, certain sunsets over the ocean or over the lakes that were unbelievable.

You like now to remember that much of our land and water and its sights and sounds and beauty withal belong to all the people—deeded to them forever and forever.

HOWARD BRAUCHER

Written for RECREATION in April, 1940.



A PERFECT SETTING

The new amphitheater at Butler, Pennsylvania, is an illustration of a property development which contributes both to its utility and to its beauty.

An Approach to

RECREATION PLANNING*

THE NEED FOR recreation planning can be simply stated. The human need for play opportunities is increasing while the supply of natural resources for recreation is diminishing. Not only is our population growing, particularly our urban population, but the average person in that population has more free time for play than ever before—as many hours a week, in fact, as he now spends at work. And the hours of work are still decreasing. That is one side of the picture. On the other side is the continual dedication to other uses of land needed for recreation, particularly suitable land within or near residential neighborhoods. Careful planning is the only means of effecting a balance between increasing human need and diminishing natural resources.

The recreation plan should be an integral part of the community plan. It is related to the land use plan, the street plan, the neighborhood plan, the public school plan, the governmental organization plan and the financial plan of the municipality. Usually the recreation plan looks ahead over a five to ten year period, periodic revaluation of the proposals being necessary as conditions change.

Before undertaking the formulation of plans, it is necessary to know a great deal about the community and its people. What is the land area, the topography and climate? What are the boundaries of the social community? How many people live there now, and how many are likely to be there in five to ten years? Where are the future residential neighborhoods likely to be? What is the occupa-

tional distribution—that is, what kind of recreation tastes will be encountered? The answers to these questions and others are needed to set the stage for planning, to define the problem.

The process of planning involves many situations in which there is need for the exercise of judgment. Standards serve merely as a point of departure for planning. Each aspect of the process involves taking inventory of the resources that exist, appraising them in terms of standards or other experience, and then determining what might best be done to achieve reasonable sufficiency in the light of local circumstances. This last step is the point where the experience and judgment of the planner assume greatest importance.

The Community Recreation Program

The community recreation program is the aggregate of all efforts by public and voluntary agencies to furnish recreation services. Its goal is to provide a variety of recreation opportunities for persons of all ages throughout the year. The municipal function in this community program is to furnish physical resources for recreation and services that are freely available on equal terms to the entire population. The municipal recreation authorities need to utilize all public facilities such as schools, libraries and parks to achieve their proper ends. Manifestly, this calls for cooperation on the part of many local agencies and particularly between the officials of the public agencies mentioned.

The scope of community recreation is better defined by what it includes than by fixed boundaries. Its possibilities are virtually unlimited. It should involve watching and listening as well as participation, forums as well as football, picnics as well as playground games, celebrations as well as creative

Dr. Heriot Clifton Hutchins is recreation planner for the National Recreation Association.

*Adapted from a paper prepared for the Planning Study Course for Planning and Zoning Officials and Municipal Officials of Erie County, New York, March 2, 1949.

arts. Passive recreations, active games and sports, music, fine arts, handicrafts, social recreations, dramatics, dancing, nature lore, outings, holiday observances, intellectual recreations, collecting things, and many types of community service projects by groups and individuals are all parts of the recreation picture, each important to some people.

In making the inventory of current program services, it is important that no major effort of any agency be omitted. Such inclusiveness has a certain value for the appraisal of resources, but it has a much greater public relations value. Everyone who is rendering a service wants to see that service recognized. Thus the inventory should cover all municipal recreation and park services, all services of the public schools and public libraries that are recreational in character, and the distinctively recreational services offered by youth-serving agencies, churches, industries, clubs and hobby-interest groups. From each of these it is necessary to secure information on the types of activities offered, the periods or frequency of offering, the numbers and age groups served, and any restrictions on participation, such as membership fees.

A reasonably good means of appraising community recreation services subjectively is the application of a series of criteria, such as:

1. The program should afford equal opportunity in the way of facilities and activities to all neighborhoods.
2. The program should offer activities throughout the entire year.
3. The program should provide equal opportunities for both sexes.
4. The program should furnish appropriate opportunities for all age groups, including older adults.
5. The program should have a definite relationship to the school program of teaching leisure-time skills, developing recreation interests, and so on.

It is a simple matter, once the basic community data and the inventories of current program services are in hand, to make an appraisal which will reveal the sore spots, so to speak, and provide the basis for specific recommendations in the light of local conditions.

Physical Resources for Recreation

The terms used in describing properties used for recreation are familiar to some people but unknown to many. A park is an area permanently set aside for recreation use. The principal kinds

of park areas are the neighborhood park, playfield, neighborhood playground and special recreation areas, such as golf courses or bathing beaches.

Area standards apply to all publicly-owned properties useable for recreation. The basic standard of one acre of park and recreation land for each 100 persons in the present or estimated future population has achieved general acceptance among park and recreation authorities and city planners. For smaller communities where greater amounts of suitable land are usually available, the National Park Service has suggested a higher ratio of park land to people.

Other standards relative to the proportion of active-use areas and numbers of indoor and outdoor facilities are discussed elsewhere.* Needless to say, these standards are useful chiefly in appraising the adequacy of existing resources in urban places and in determining approximate needs as the basis for planning. Their usefulness in the small community and in the highly congested urban area is limited. In no instance does the mere application of standards constitute planning; the standards are merely tools of the planner.

When existing resources have been inventoried and appraised and the resulting needs determined on the basis of local circumstances, there remain the tasks of site selection and development. The first goal should be to make the most efficient use of existing parks and suitably located school sites. Conditions in most communities make it imperative that public school properties be recognized as community recreation resources. Money spent to enlarge and develop a well-located school site will usually bring greater returns than a comparable expenditure for a separate playground in the same neighborhood.

When the service radius of each potential park and school playground has been plotted on a population map, it is usually apparent that one or more additional playgrounds will be needed to provide facilities within reasonable distance of all homes. Often the needed sites can be found on land use maps, but prospective areas should always be checked by inspection since topography, access, abutting structures, wooded areas and many other observable factors enter into site selection. The same procedure is followed in locating new playfields, neighborhood parks and larger parks.

In planning for indoor recreation centers, the first place to look is the public school building as a matter of dollars and cents economy. Most com-

*See Butler, George D., "Standards for Municipal Recreation Areas," *RECREATION*, vol. XLII, Nos. 4 and 5, July and August 1948, pp. 161 and 208.

Sufficient space should be allowed for each facility. Teen-agers have room to dance in Santa Barbara center.



munities cannot afford to spend hundreds of thousands of dollars on a new recreation building when they can achieve essentially the same ends at considerably less cost by adding certain facilities to a well-located school building. And the very facilities needed for community recreation are equally needed in the public school program, specifically auditoriums, gymnasiums, shops, playrooms and a swimming pool, to mention a few. An increasing number of new schools have community rooms for neighborhood use. In places where a separate recreation building is desirable, it should be planned expressly for recreation uses by architects experienced in recreation planning.

Here it is possible to touch upon only a few of the high spots in the matter of area design. Each development on a property should make a contribution to its utility or beauty or both. Consideration should be given to the requirements of each age group to be served. As many facilities as possible should be planned for multiple use as, for example, the hard-surfaced area that can be used for court games, roller skating, outdoor dancing and even ice skating in winter. Sufficient space should be allowed for each facility. Related facilities, such as those for smaller children, should be grouped together. The lighting of parts of the area—such as game courts and one or more ball diamonds—will often greatly increase the use of the property. Judicious landscape treatment will make it attractive. The designing of an area by architects skilled in recreation planning will usually bring real savings in both capital and maintenance costs.

The Managing Authority for Recreation

The municipal managing authority for parks and recreation is the agency responsible, in most cases, for the acquisition, development, operation and maintenance of municipal park areas and for the conduct and supervision of municipal recreation services. In many states, the municipal recreation powers may be vested in the school board, park board, recreation commission or other existing body. Frequently two or more political subdivisions may jointly acquire property for, and operate and maintain, playgrounds or neighborhood recreation centers. Counties in some states likewise have broad powers for the administration of park and recreation services.

The typically broad grant of recreation powers to municipalities tends to bear out the position taken by the National Recreation Association that no one form of recreation authority is universally applicable. The experience of this Association over a period of more than forty years shows that public recreation usually fares best when it is administered as a separate function of government and when the determination of policies is vested in a citizen board. Some city officials openly declare their liking for the citizen board type of administration, while officials in other cities are as strongly opposed.

Whatever its form, the municipal managing authority for recreation has two principal functions, namely the making of policies and the execution of policies. The single responsible administrator, in effect, discharges both functions, while the citizen board determines policies and employs an execu-

tive to administer them. Both are usually subject to fiscal control by the municipal governing body.

Where a recreation commission is established, the number of members, method of appointment and terms of office are usually prescribed by law. It is desirable and, in fact, increasingly important to have a member of the school board and a member of the park board serving on such commissions so as to provide a direct channel for cooperation between these boards and the commission. The authority to elect officers, appoint administrative personnel and to establish and maintain properties is also granted to recreation commissions by law in most states. Such commissions should be empowered by local ordinance to submit a budget to the municipal governing body for approval and, once approved, to expend funds in accordance with such budget.

Most communities of 5,000 or more population can afford to have their own recreation establishments with one or more full-time, year-round recreation leaders. Other means of securing recreation services are also open to smaller communities, namely, the joining of two or more municipalities to provide recreation services, the securing of recreation leadership from a larger nearby municipality on a contract basis, and the provision of local recreation services by the county.

The Recreation Personnel

The personnel requirements for the park and recreation system should be based on the program that is being undertaken and the areas and facilities for that program. Regardless of the size of the community, there will be need for an executive who is the administrative head of the system, for other leadership personnel, and for the maintenance personnel. Some clerical service will also be needed, as well as operating personnel where there is a golf course, swimming pool or other income-producing facility to be managed.

The size of the leadership, operating and maintenance staffs will depend directly on the number, size and development of properties used in the program. Likewise, the breadth of the program will determine the number of activity supervisors and specialists as well as leaders that will be required. Many of these positions are described in *Personnel Standards in Recreation Leadership*, published by the National Recreation Association.

A large, well-developed playground usually requires, for morning, afternoon and evening operation, a minimum assigned staff of a director, assistant director and one or more leaders, plus regular service from part-time roving specialists in

music, fine arts, handicrafts, nature study, and the like. Smaller playgrounds require fewer assigned leaders. Indoor recreation centers require a director and one or more leaders, plus a doorkeeper, and usually more specialist service than the playground. Wherever the size of the establishment permits, it is advantageous to combine assignments in the year-round program so as to make possible the employment of full-time personnel.

In even the smallest communities there is public works department experience that can be utilized in estimating park maintenance needs. Some cities, particularly smaller ones, have found it economical to vest the full responsibility for maintaining and servicing park areas and facilities in the municipal public works department, but this practice does not always work to good advantage. In some cities the recreation authorities might well arrange for the maintenance and servicing of play areas by park department crews.

The number of clerical and secretarial employees should be sufficient to relieve the administrative staff of all possible routine work, such as record keeping, issuance of permits, duplication of reports, administration of supplies. This is based on the principle that each staff worker should be kept as free as possible to work at his highest skill, and should not be burdened with responsibilities that a less skilled, lower paid employee can discharge.

Salary standards are not yet firmly established in the recreation profession. A suggested scale, giving wide latitude for each type of position, is given in the pamphlet *Personnel Standards in Recreation Leadership* which has been mentioned. The National Recreation Association has recently recommended that the minimum annual base salary for qualified, professional, full-time, year-round recreation service be not less than \$2,400. Good administrative practice calls for the establishment of a salary schedule covering all employees of the department and integrated with the salary schedule for other municipal employees.

Financial Support for Municipal Recreation

The determination of costs is an effective test of the validity of planning. At this point, the costs of administration, leadership, supplies, operation of facilities and maintenance of areas should be brought together in the form of a tentative current expense budget. Since leadership usually takes about half the current expense budget for a good municipal recreation program, an approximation of the total current cost can be had by doubling the aggregate cost of leadership salaries.

The widely accepted prewar standard of current

expenditure for the services commonly rendered by a recreation department was \$1.50 per capita. The accepted prewar standard for these recreation services traditionally rendered by park departments was \$3.00 per capita. Manifestly with the rise in costs of all materials and services since 1945, this standard should be substantially higher today.

Actual expenditures for parks and recreation by large cities reflect a per capita figure which is generally below the prewar standard, according to the limited data available. An analysis of 1947 park and recreation expenditures in sixty-eight large cities shows median expenditures for parks of \$1.08 per capita and median expenditures for recreation of fifty-six cents per capita. The total for both services, therefore, is a little more than half the prewar standard. Only eight of the sixty-eight cities reported park and recreation expenditures exceeding \$3.00 per capita for the estimated present population and, in at least three of these eight cities, capital expenditures were included.

No standards and few data are available on capital costs for new park and recreation developments. This is attributed to the widely varying costs of land, labor and materials in different places. The only way to estimate the cost is to spend the time and effort necessary to ascertain land values and the actual cost of labor and materials at current price levels. Once a total cost figure is obtained, the community can usually secure necessary funds by bonding or by direct taxation on a pay-as-you-go basis. Sometimes the securing of funds for new developments is easier than getting funds for maintaining the properties.

Next comes the task of selling the community on the idea of spending the necessary money. In some cases, this can be done more easily through an emotional appeal than through an appeal to reason. Often both are necessary. One means of presenting financial facts is through a comparison of achievements on a per capita basis with other cities of any size or on a total expenditure basis with communities of similar size and characteristics. Most of the difficulty in the use of these methods arises from the lack of up-to-date information on municipal populations and on municipal expenditures for parks and recreation.

One measure of comparative local financial effort on behalf of public recreation is the percentage that the municipal expenditure for recreation leadership requires of the total operating expenditures of the municipality. Reliable data for this measure

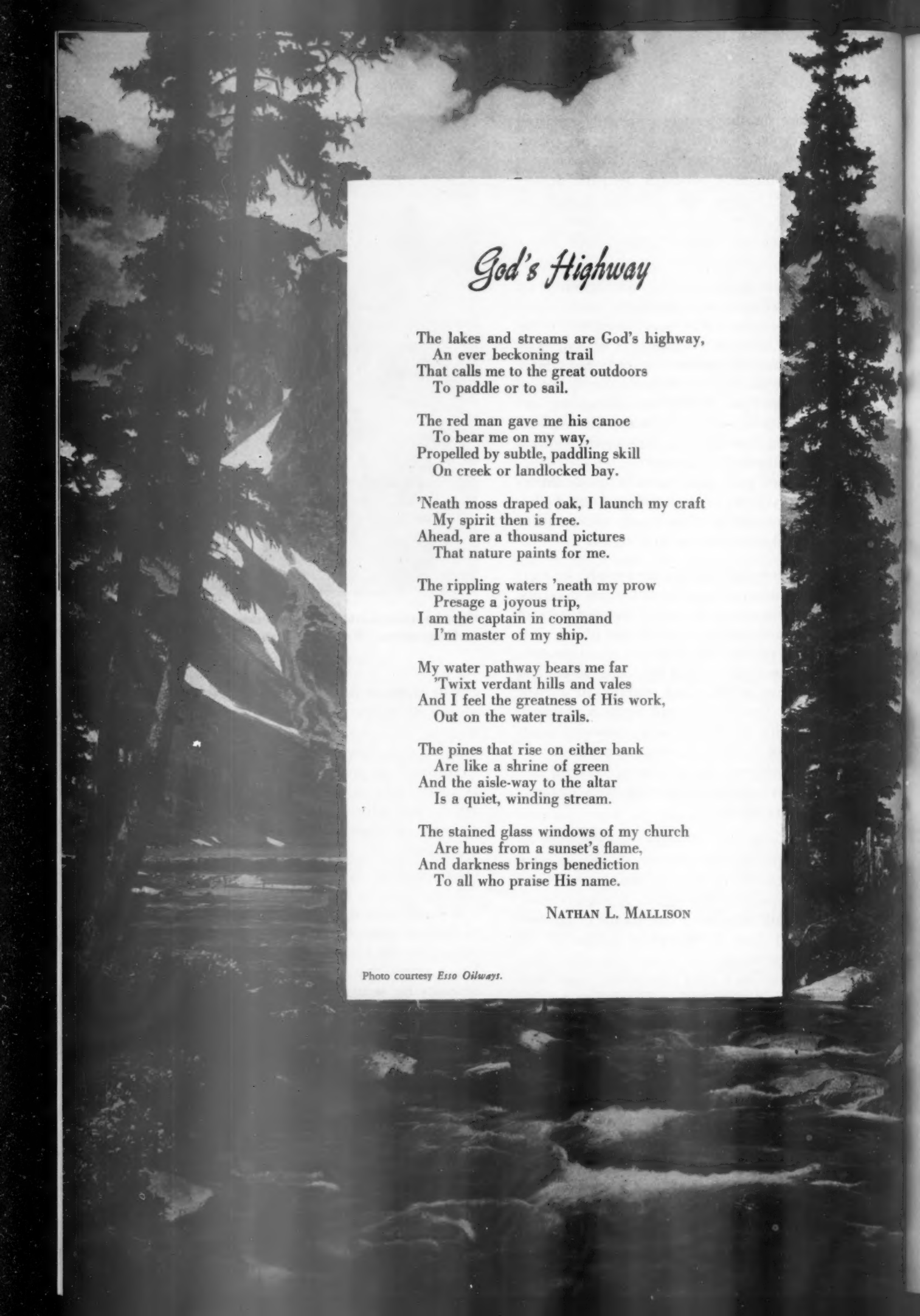


Consideration should be given to the requirements of each age group. Wading pool antics in Reading, Pa.

can be obtained from the biennial YEARBOOK issues of RECREATION magazine and from the MUNICIPAL YEARBOOKS. The latter source also gives data for appraising local ability to pay for public recreation from property taxes. This can be done by comparing a particular city's assessed valuation and tax rate, adjusted to true value, with the average adjusted figures for cities in the same population group.

Conclusion

It is well to re-emphasize the needed integration of the recreation plan with the community master plan. One is not complete without the other. Other points that require re-emphasis are: The necessity for securing accurate and complete data on the nature of the community and its people to serve as a basis for planning; the desirability of planning for the fullest possible use of all park properties and other publicly-owned facilities, including public schools; and the need for qualified, well-organized and well-paid personnel. While many other important factors might be mentioned, it would seem that these are basic to effective and economical recreation services which are the goals of recreation planning.



God's Highway

The lakes and streams are God's highway,
An ever beckoning trail
That calls me to the great outdoors
To paddle or to sail.

The red man gave me his canoe
To bear me on my way,
Propelled by subtle, paddling skill
On creek or landlocked bay.

'Neath moss draped oak, I launch my craft
My spirit then is free.
Ahead, are a thousand pictures
That nature paints for me.

The rippling waters 'neath my prow
Presage a joyous trip,
I am the captain in command
I'm master of my ship.

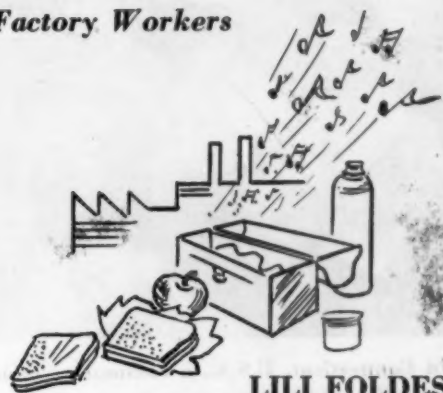
My water pathway bears me far
'Twixt verdant hills and vales
And I feel the greatness of His work,
Out on the water trails.

The pines that rise on either bank
Are like a shrine of green
And the aisle-way to the altar
Is a quiet, winding stream.

The stained glass windows of my church
Are hues from a sunset's flame,
And darkness brings benediction
To all who praise His name.

NATHAN L. MALLISON

MUSIC WITH THEIR MEALS



LILI FOLDES

● NO LADIES were present at the concert and the 1,600 men in the audience had come in oil-stained overalls. They were still somewhat breathless as the Oslo Philharmonic Orchestra started on its opening number. Less than five minutes earlier these men were in the midst of directing electric hoists, riding overhead traveling cranes, bending mammoth plates with high pressure machines. But as the noon whistle blew at Akerske Mekaniske Verke, Oslo's largest shipyard, these workers hurried from the floating docks, shipdocks, and fitting-out quays to the ship building hall, so they could eat their dried fish to the accompaniment of music provided by one of Europe's great symphony orchestras.

Insisting that factory workers can become ardent music-lovers, Ragnar Kjerulf, newly appointed manager of the Oslo Philharmonic Orchestra, two years ago proposed to take the orchestra to Oslo factories.

He was met by a storm of objections. "You can't humiliate a hundred-year-old institution by forcing it to perform in noisy factory yards," protested an irate old supporter. "Playing for uneducated masses will ruin the orchestra's artistic standard," said another.

"Too much extra work," said members of the orchestra. "Your concerts will only disrupt order; we'd lose precious working hours," declared the factory managements. Undisturbed, Kjerulf continued seeking and getting the cooperation of workers' cultural organizations.

When he had taken over the management of the orchestra this youthful, white-haired Norwegian knew what he wanted. His first step had been to reduce prices. For many years a ticket had cost six kroner (\$1.20). Kjerulf offered two tickets

for this price. Attendance increased considerably, but the manager still did not see workers among those present. So he wrote manufacturers, suggesting that they buy season tickets for the men. "We'd be glad to oblige," came the answers, "but none of our workers would be interested in going even if presented with the tickets."

"It was then that I decided to seek out the men themselves," Kjerulf recalls.

The experiment worked miraculously. Not only did the factory concerts go over big, but hundreds of workers became regular subscribers to the Oslo Philharmonic. Critics vanished and the factory managements cheerfully admitted that they were wrong in believing that these concerts would slow down production. Actually, they said, they stimulated the men to increased output.

Even Kjerulf was surprised at this happy turn of events. It hadn't looked so rosy when the Philharmonic gave its first concert at the Oslo shipyard. On a gloomy, overcast fall morning the musicians began taking their places on the makeshift platform at one end of the huge hall. Instead of the hushed, solemn quiet that usually surrounded them in the concert hall during the all-important minutes preceding a concert, here they were affronted with the nerve-racking noise of drillers. Huge cranes traveled above their heads. Most of the musicians looked unhappy. Except for the roof, the shipbuilding hall was an open affair. High humidity made tuning of instruments difficult.

The noon whistle blew. Drills and cranes became silent. But the hundreds of men who came into the hall had a sullen look and cast grim glances toward the platform. "A sense of great futility overcame me," Kjerulf admits. "The men didn't want us here. Their attitude made it clear they resented having something pushed down their throats."

The only person apparently unaffected by the

Hungarian born journalist Lili Foldes, and her husband, Andor Foldes, outstanding concert pianist, have recently returned from a ten-country European tour.



In Connecticut, U.S.A., a community orchestra plays for folks. Philharmonic music comes to them via radio.

heavy mood was conductor Odd Gruner-Hegge. The handsome black-haired maestro smiled cheerfully at the workers—who slowly accommodated themselves on tool benches or leaned against walls and machines. Then he nodded to his orchestra and raised his right hand for the downbeat. The first bars of Johan Halvorsen's *Norwegian Rhapsody* were completely lost in the rustle as the hungry shipyard workers began unwrapping their luncheons.

By the time the orchestra got halfway through the first piece the men had finished eating, had lighted their pipes, and were puffing contentedly but still seemingly unaware of the music. Then, suddenly, they started to listen. The nostalgic tunes of the *Rhapsody* began to sink in. Some even forgot about their pipes. Others closed their eyes. In less than a quarter of an hour the Philharmonic turned indifferent workers into an enraptured audience.

When the last selections from Grieg's *Peer Gynt Suite* brought to an end the thirty-minute concert, a stocky worker who had been standing in front jumped on stage impulsively and delivered a speech of thanks while the rest of the audience gave loud evidence that he spoke for all. Then the men rose spontaneously to sing the Norwegian national anthem and the orchestra joined them.

Since its first venture, the Oslo Philharmonic has played in almost every factory in and around Oslo, including soap factories, paper mills, electric-appliance plants, shoe factories, rubber plants. To put his audiences at ease Kjerulf decided to make a brief speech before each concert. "Let me introduce you to the members of our family," he would say. "These here are the violins. Over there are the trombones. Each of them will have a lot to say in the next half hour, and most of them will talk simultaneously. Try to listen to them all."

I attended a lunch-hour concert recently at the

Freia chocolate factory. There were about 600 men and women in the large modern cafeteria. Freia provides hot luncheons for one krone (twenty-cents), and most of the workers walked into the dining room carrying their well-filled plates. The thriftier ones, like Thomas Iversen, at whose table I sat, brought their own food.

Iversen spoke English well—learned it reading American papers and listening to U.S. short-wave programs. He looked with satisfaction at the hundreds of workers pouring into the hall. Suddenly he called out happily to a blond young man who held his luncheon plate in his hand and was looking for a seat.

"Willy! Come over here!" And while the young man was finding his way across the crowded room Iversen told me why he was so glad to see the boy.

"Couldn't get him to come to the previous concert. He wasn't interested in music, he said, but today I managed to talk him into it."

Willy Andersen joined us at our table, restless, looking tensely at the musicians. Willy had spent twelve days on a raft in the cold waters of the Atlantic in 1944, when his tanker was torpedoed off Newfoundland. He had been working in the chocolate factory since the liberation. He felt fine while at work, but away from the machines his mind kept wandering back to the days on the raft and the thought tied knots in his throat and stomach. "I have yet to see this boy finish lunch," Iversen told me. "I have watched him for months. He tastes his food, then leaves it."

In devoted silence the audience listened to Grieg's *Solveig's Song*. A deafening applause greeted the end of this beloved number. Willy Andersen applauded too. His cheeks were flushed and he seemed to relax. Suddenly he reached for his fork and started to eat. He finished up his large plate, then smiled at his friend: "You were right about these concerts," he said. "I think I'll come again." And he leaned back happily, forgetting himself in the music.

When the half-hour concert came to a triumphant end, a buxom woman in a white uniform addressed a group of workers around her: "I was at the concert last night in the Aula," she said. "King Haakon was there too. Imagine, our 77-year-old King had to leave his palace and go to the University to hear the orchestra—but for our sake the orchestra came right here. I think this is wonderful." The workers cheered.

Thomas Iversen turned to me with a bright smile. "She ain't kiddin'," he said, proudly displaying his American slang.

HOW TO WIN BIRDS

and be Influenced People

MILDRED STEVENSON



WHEN MR. AND MRS. Arthur Lane stroll through their garden in Ithaca, New York, tiny chickadees crowd around, dive into their pockets for food, perch on their shoulders, even snatch seeds from their lips. Other persons have taught woodpeckers to snatch nuts from the air, just as a trained dog grabs at a tossed ball. They have found that attracting birds to one's home means new fun, new interest and education for young and old, the healthy and bedridden.

It is true, too, that the care and feeding of birds is an increasingly popular pastime, as evidenced by the birdhouses and feeding trays on display in suburban hardware stores. Even more persons would be sharing this fun if only they knew how easy it is to win the confidence of these wild things so that they will live in their backyard and happily chatter away at their window feeding tray.

The public should, however, be warned of one fact before it is too late: the birds are not content just to let you feed them. They insist upon altering the very lives of those who befriend them. Case histories prove this.

As stressed by Chandler S. Robbins of the U. S. Fish and Wildlife Service, it is possible, by furnishing food, water and protection, to lure at least twenty species to virtually any city backyard if only there is a not too distant shrubbery or a tree. A large number may even be drawn to an apartment window. You simply take advantage of feathered psychology by digging pools amid your greenery or by placing bits of looking glass at the bottom of shallow pans filled with water. Catching

the glint of reflected sun from these, the bird comes down to drink and rest. Then it spies raw hamburger or other meat scraps, oatmeal, spaghetti, seed and suet which you have scattered on a cleared patch of loose earth where it may also scratch for the grit it must have to grind its food.

Ground-eaters, such as robins, will be satisfied with this layout. However, after a few nibbles, most of the birds will look up at the feeding tray placed overhead, convinced that what was on the ground merely spilled from this. The tray may be a simple platform up to three by three feet, stripped at the edges to prevent overflowing, and superimposed on a pole or hung from a tree. Or it may be a glass-roofed contraption placed on any window sill not much higher than a nearby tree. If the birds fail to discover the sill you can pull them to it via a feeding box. You move the box a foot or two nearer to your window every night when the birds are asleep. This can be rigged up on a trolley from their roosts or more accustomed eating places.

Spread the trays with trademarked bird seed. Or, because eating habits differ with locations and species, you can find out what your visitors like best by setting out sunflower seed, peanut hearts, hemp, millet, cracked wheat and chicken feed, supplementing this seed diet with suet plus peanut butter canapes, bits of doughnuts, corn bread, pie—whatever you have. If you do these things, within weeks you will be surprised at the variety of feathers and song in a neighborhood you previously imagined was populated exclusively by English sparrows.

In the meantime something will have happened

Author wrote "Pet Birds Are Fun," May RECREATION.

to you. For instance, squirrels, which you previously believed were cute, will become pests because they insist upon hogging the birds' dinner. When trays are hung on long wires they sometimes even learn to slide down, fireman-style. You'll find yourself plotting against them, perhaps even girdling your feeder tree or pole with funnel-shaped tins to keep them out.

I often neglect my housework to hide behind the window curtains in order to douse water on any greedy squirrel that invades my sill feeder. Sometimes the squirrel becomes angry instead of frightened and tries to dive through the window at me, and I save myself only by slamming it shut. One old lady in our town takes these animals so seriously that she sits by her window all day just so that when one appears in her feeder she may yank a cord threaded through the wall to a Rube Goldbergian device which rattles a can of marbles in its ear.

When such concern registers itself the uninitiated may suspect your sanity, but it merely is one of the steps in the development of the bird addict. From now on you will not be satisfied to have casual bird callers. You will want colonies. You will begin catering to them to this end.

For example, birds need winter shelter. Thousands upon thousands of bluebirds once perished in an icy storm because their frail feet froze to

It's possible to lure twenty species to almost any city backyard if there is a tree or shrubbery nearby.



their exposed perches. In lieu of natural cover, you will want to provide a substitute. You can upend orange crates, cover these with tar paper and cleat them together in the form of a U, with the backsides to the wind and the entrance to the south, then sprinkle them with seed as a lure. Middle-aged Mrs. Ada Clapham Govan of Massachusetts was down to her last \$6.44 when she originated this idea. Her husband was unemployed due to the depression and she wondered how she could feed her family and the birds which had provided amusement through years of invalidism. Then the birds changed everything for Mrs. Govan, for she became convinced that she should write about them. Despite lack of professional experience, she sold eight manuscripts in eight weeks. She became director of her own bird sanctuary, purchased through popular subscription, and wrote a book, *Birds at My Window*, which catapulted her into the top ranks of American nature writers.

Another mark of bird-addiction is mounting wrath against cats. One cat may kill a hundred birds. Even with bells around their necks they learn to stalk without a jangle. None but the reckless bird will remain long where there are prowlers, so persons who formerly liked cats begin searching for ways and means of getting rid of them. A method is sponsored by the U. S. Fish and Wildlife Service under the title, *How to Get Rid of a Vagrant Cat*. This publishes directions for building a never-fail trap.

However, the invention of the National Park Service's Robert R. Budlong not only is safest for everyone, but shows to what lengths the bird addict will go. Stepping into a trough to taste the fish bait before she has her bird course, the cat springs a rat trap attached to a building lath which sweeps down, spanking her so smartly on her south end that she is hurled headfirst into a tub of cold water. No cat so chastised ever again visits Mr. Budlong's domain. "My neighbors tell me their cats have become rather shy," he declares. "The pussies stay home, keep looking over their shoulders as though some memory bothers them."

Shrubbery which you formerly kept trimmed will be allowed to become a thicket for nesting places. You may even make over your garden, adding food-producing vegetation—trees such as Russian mulberry, chokeberry, mountain ash, spruce, pine, juniper, hawthorn, crab apple, beech, oak and birch, to name a few; bushes such as bittersweet, viburnum, mock orange, bayberry, shadbush, honeysuckle, blue cornel; flowers such as prince's-feather, love-lies-bleeding, asters, California poppies, cosmos, marigolds, sunflowers, forget-

me-nots. Such plantings will feed your birds into late winter.

You also might bundle neutrally-hued string, yarn and ravelings into one of those mesh bags in which oranges are sold and tie it to low branches. Birds often are particular about color, and no bird seeking materials for an inconspicuous nest will tolerate red.

One result of all this is that you will have birds in your backyard that you never saw before, except in Audubon prints. Don't expect more than one pair of some varieties, though, for when the male bursts with spring song he is warning his own species to stay away.

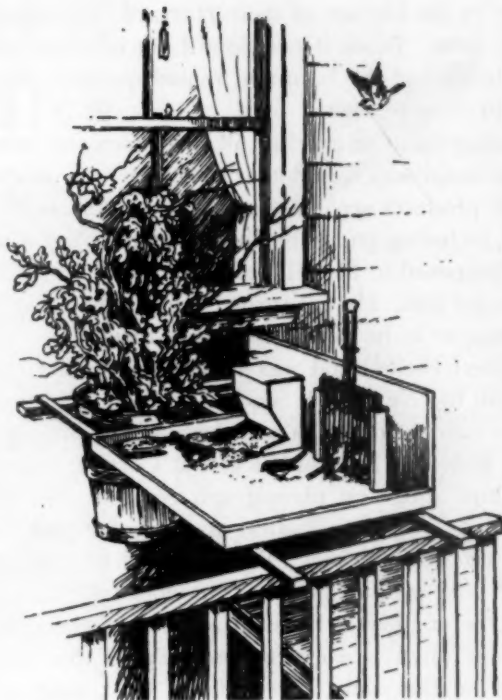
You may see a cowbird which lays her single egg in another's nest, then flits off. When the drafted foster mother angrily kicks out the fledgling you may observe an even smaller sparrow bringing it food until it is strong enough to fly to the feeding tray. Then the baby will sit there, hogging the food and barring the entrance to even its savior. Maybe you will see a crested flycatcher which, to keep marauders from its nest, searches miles for the skin of a dead snake to be used as a scarecrow.

Perhaps you'll attract a mockingbird like ours. After arousing every dog at midnight by imitating a neighbor whistling for his setter, he broke into melodies seemingly influenced by the radio concert of the previous Sunday, when he and the other birds had crowded the nearby trees to listen or join in barbershop style. They do this; birds enjoy music.

Searching parties could not discourage one mocker which, from the bushes, haunted the Washington Symphony's outdoor concerts with notes that trailed three bars behind the musicians. In "Peter and the Wolf" a flute imitates a bird; he imitated the flute imitating a bird so lustily that it nearly wrecked the performance. So inspired was he by Dorothy Maynor, the soprano, that he flew to a flagpole overhead, faced the audience, and made it a duet.

You will have adventures all right. If you want to double them, or offset sparseness of your shrubbery, you should have houses for those birds which, through the centuries, have accustomed themselves to roofs over their nests. They used to live in old woodpeckers' holes; in an era of few dead trees they find an acute housing shortage. Such species include titmice, sapsuckers, flickers, blackbirds, martins—more than fifty altogether.

Just because no bird ever inhabited that fifty-cent house you bought at the drugstore, or the one Junior made in manual training class, don't de-



Greenery can be arranged near window feeding tray. Note the use of an ordinary toaster to hold food.

spair. A birdhouse is a highly specialized piece of real estate which must be tailored to exacting specifications for each species. It must be placed in the location and at the height the bird wants; the entrance must be just large enough to let him in and keep anything bigger out.

As a result of years of research, the Audubon Society and the U. S. Fish and Wildlife Service are able to send you instructions for making houses according to bird specifications. Donald B. Hyde of Newtonville, Massachusetts, who has been in the business of selling such houses, approved by the Audubon Society, didn't learn what birds want till after he squandered \$300 on Indian-made rustic houses which he thought would be profitable to copy because they were cute.

Incidentally, the birds have repaid Mr. Hyde for his perseverance by altering his life. A successful lumber broker handy with tools, he made a feeding tray only because his wife insisted on one for her own window. It proved so popular among neighbors that in order to find time to earn a living he had to fix a price and hire carpenters. Birdhouses came next, with Mrs. Hyde as the bookkeeper, his young daughter mixing humming-bird nectar in the family kitchen and his schoolboy son packing shipments in the basement. Mr. and Mrs. Arthur Calkins, to whom he turned over the development and sale of suet cakes, expected to confine this ac-

tivity to the kitchen of their Harvard, Massachusetts, farm. When it overflowed not only the entire house but the barn and rented quarters, they had to move to town.

Today these enterprises fill three factories, with plans under way for another to employ 200 people. Hyde products account for \$250,000 retail sales a year, including 50,000 birdhouses alone. And what has happened to Mr. Hyde? You guessed it. The birds got him. He has turned over the business to a manager so he can lecture about them.

Albert Rich Brand was a successful broker, but he quit the New York Stock Exchange at forty to get a college education and, because the birds got him, ended up an ornithologist at Cornell, capturing bird songs on phonograph records. Because the birds sing their loudest at dawn, for years he was up with the sun. With the aid of a sound truck and special machines developed by himself and his engineers, he ascertained that the birds' average pitch is a quarter-note higher than anything on the piano, that some of their songs are too high for the human ear to register, and that in seven seconds a winter wren sings 113 notes. As a result there are seventy-two wild bird songs on phonograph records with more than 39,500 sides sold annually.

Dr. T. E. Musselman was content as secretary of the Gem City Business College in Quincy, Illinois, before the bluebirds enchanted him. Unhappy about their disappearance from the roadsides, he built a home in which they would nest. Since then, he has devoted himself to prevailing upon other folk to build similar houses for which he mails free mimeographed instructions, and to setting out his own handiwork as fast as he can for a coast-to-coast "Bluebird Trail." The first year he nailed up 102 houses, of which eighty-eight were occupied. In 1948 he personally put up a thousand.

When the pair of wood ducks prepare to leave their nest in the Bath, Illinois, park where they come annually to an old sycamore tree, people in

nearby shops rush out as Paul Reveres to spread the news. Traffic is rerouted from the adjacent state highways. Then the entire town stands by to watch ducks and ducklings waddle across and down to the Illinois River.

In communities throughout the United States and Canada there are increasing thousands of lawyers, doctors, housewives and mechanics who forego the comfort of their homes at Christmas to take a bird census. They tramp their areas, happy as they list sparrows, rapturous as they discover Antarctic gulls near Lake Erie and orioles in New Jersey. The Audubon Society tally for 1947 disclosed they had taken an actual census of 5,573,000 birds.

The birds got all of these people, and that's the way it usually turns out. Interest in birds spreads as a contagious disease. Wherever one person cares for them a neighbor observes his fun and does likewise, until a whole community is involved. So many residents of Maryland's Chevy Chase-Bethesda suburbs north of Washington care for birds that their population has increased to twenty to an acre, as against a national average of two. All of the small hardware stores carry birdseed, with the average one selling at least 5,000 pounds a month. When one merchant hires an armory for a lecture on birds he fills it with youngsters and adults asking how long a bluejay lives and do birds think.

Indeed, the care and feeding of birds is as catching as measles. And if you think it incredible that they might change YOUR life too, just set out your first pan of crumbs on a snowy day and see what happens.

People in Recreation

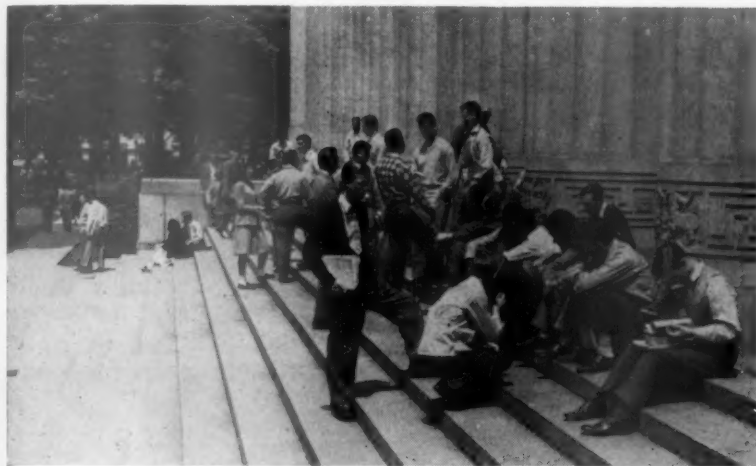
ROBERT CRAWFORD, superintendent of the Oakland, California, Recreation Department, recently received the "Good Government" award presented annually by the Oakland Junior Chamber of Commerce for outstanding contribution to good government through participation in civic affairs.

Mr. Crawford, who has served in his present position since 1946, is a graduate of Des Moines University and was a Navy welfare officer during World War II. He has been superintendent of recreation at Hastings-on-the-Hudson, New York, and Montclair, New Jersey, and has served as consultant on recreation at Governor Earl Warren's Youth Conference and as chairman of the recreation and parks section, League of California Cities.

One of Mr. Hyde's feeding trays, cafeteria style.



The Place of RECREATION in the Total College Curriculum



THE FIRST OF THREE ARTICLES on the above subject prepared by contributors from Springfield College. "A College Recreation Director Looks at Social Values of Recreation" and "A Student Looks at Place of Recreation in College Curriculum" will follow in the October and November issues of RECREATION respectively.

A COLLEGE PRESIDENT LOOKS AT THE PROBLEM

PAUL M. LIMBERT

LET ME indicate first what I conceive to be the specific function of a college president in a symposium of this kind:

1. Others have elaborated on the values of recreation as a phase of education. You want to know not so much how a college president views recreation in theory, but how his administration reflects in practice the value he places on recreation. The provisions the administrator makes, or fails to make, for the recreation experience of his students and faculty indicate how much regard he has for recreation values and how clearly he has thought through the implications of these values in terms of facilities and leadership.

2. You do not want me to report on what is being done on one particular campus in dealing with recreation, even though my presentation will be colored inevitably by our experience at Springfield College. Ours is a medium-sized college in a medium-sized city. We need to keep in mind here the variety of institutional and sociological settings in which college and university programs are being carried on—the small college in a small town, a community almost sufficient unto itself, and also the huge sprawling university, often squeezed into

a downtown section of the city with practically no campus of its own. Springfield College is a school with a strong professional emphasis, including a specialized curriculum of professional training in recreation and camping. But, in this symposium, we are considering the place of recreation in general education and not in terms of the training of professional workers.

3. It is my function to consider the college program as a whole—courses of study, student life and activities, personnel services, faculty growth and relationships—also to take into account such practical matters as budget, buildings and maintenance, faculty appointments, and the overall administrative structure of the institution. The college president is "in the middle"—in more than one sense!—and he, if anyone, must have an inclusive view of the place of recreation in the college.

Is Recreation a Concern of the College?

This is the prior question a president must face. Lest you think this is a trite or purely rhetorical question, assuming that every president would say yes, let me remind you that there are some very real issues here as judged by the actual practice in

our American colleges.

If President Hutchins of the University of Chicago were here, I imagine he would say that the university has a very limited responsibility for the recreation of students, and that the primary concern of the administrator is to provide for intellectual development. If the presidents of some of our technical and professional schools were here, I judge that they would say that recreation has a very minor place in their thinking because they must concentrate on intensive training for specific professions. Even if we had on the platform the men and women who have written most in recent years about general education, I suspect that they would not have much to say, since thus far they have given very little attention to the place of recreation in general education.

To be less serious for a moment, if you were to ask the townspeople in our college communities whether the administrator needs to be concerned about the recreation of his students, many of them would consider it a joke. What else do students do? Isn't *all* college life pretty much recreation? They visit us usually only to watch our intercollegiate games and our dramatic and musical productions. They see our students chiefly in hours of relaxation. Small wonder that the old quip was coined: "What do you mean by college-bred? A four-year loaf."

Will the recreational phase of a student's experience be cared for adequately by students themselves and by off-campus commercial and voluntary agencies? Does the college president really have to worry much about the place of recreation in the total college program?

A Phase of Personnel Services

The most obvious answer to these questions is to insist that *provision for satisfying recreation experience is an important phase of personnel services*. Certainly any dean of students or similar administrative officer, who carries responsibility for personnel services, will be concerned about recreation opportunities from two angles:

1. Are *enough* recreation opportunities available to students, within the range of their financial resources and the transportation at their disposal, to provide for relaxation from tensions and for satis-

faction of personal interests not met in the ordinary routine of courses? Does anyone doubt that there are such tensions, growing out of intensive preoccupation in library, laboratory or examinations; or out of the frustrations that often arise from poorly conducted classes; or out of strained relationships with members of the faculty or with other students; or out of personal worries related to financial troubles or family maladjustments? So far as unsatisfied interests are concerned, there is the whole range of avocational pursuits in sports, drama and the like plus, in many cases, a search for satisfactions related to one's chosen profession which are likely to be ignored curriculum-wise in the early years of college.

2. Are the *right kind* of recreation opportunities



Recreation experiences can extend range of students' interests, skills. Dancing is presented to University of Michigan coeds.

available to students? Here at least three criteria occur to me:

It should be possible to a large extent to find adequate outlets for recreation interest *on the campus*. This has advantages to the student from the standpoint of convenience and low cost, and to the college from the standpoint of control of the quality of recreation. Hence the justification for an extensive on-campus program of dances, musicales, and even movies.

A variety of recreation opportunities should be available both on and off campus. Part of the educator's responsibility is to extend the range of a student's recreation experiences: for example, to include both the sports and the arts in his recreation repertoire, to develop avocational interests that have high carry-over value after college.

The recreation experiences of the student should be *truly satisfying*. Dances and parties that are well conducted are more fun in the long run. The concomitant influences of a recreation experience may be highly significant in terms of attitudes formed, friendships established, prejudices broken down, social adjustments achieved. Campus recreation events may be among the most effective means of promoting better understanding between students and faculty.

If recreation is recognized as an important phase of personnel services, the administrative implications are clear. Facilities for recreation are important and intrinsic needs. Student unions, little theatres, intramural playing fields are not frills but essential items in a building program. Leadership for the student recreation program should be provided on the same basis as other personnel services. At least one person with faculty standing is needed to serve as an adviser of recreation activities. In a small institution, the same person may direct the intramural sports program. This staff member should have a background of preparation in group work as well as in recreation.

A Phase of the Curriculum

It is our thesis also that *recreation should be included in the curriculum of general education*. This is doubtless a more controversial point than our preceding reference to recreation as a part of personnel services. Can recreation in the nature of the case be required? A good definition of recreation is "all these things that people do to find satisfactions in those hours of the day which they can call their own." Can one offer credit courses in recreation without destroying the voluntary element which is basic to the recreation experience? What shall we say about *courses* in arts and crafts, music, drama, nature study?

Within the limits of time, I can only sketch my own answer to these questions, outlining certain conditions under which it is sound to include courses dealing with recreation as a part of the regular curriculum:

1. *If a balance is maintained between administration-sponsored courses in recreation and a student-initiated recreation program.* The introduction of certain courses, perhaps required, should

never be interpreted as displacing or encroaching upon the whole range of recreation activities conducted primarily under student auspices.

2. *If the student has a chance to choose among a variety of curriculum offerings, yet is exposed to some recreation experiences that extend the range of his interests and skills.* Here we face

the problem of required versus elective courses that arises throughout the curriculum. If a student can choose among several types of courses in recreation, the voluntary attitude is preserved to a considerable degree. Yet there will be instances where a student will be advised to take a certain course in recreation just because he has a blind spot in this area and will profit by an exposure to a field where at present he has no skill.

3. *If high standards of teaching are maintained in these courses.* These courses in recreation must be taken seriously by the student, whether or not he receives academic credit. The same standards of good workmanship for both instructor and students, as hold in other courses, are essential in the field of recreation. There is no place here for "snap" courses. Unless a course in recreation leads to intrinsic, personal satisfactions, it has no place in the curriculum.

4. *If courses in recreation are recognized as an important phase of the program of general education.* A course in this field will normally be regarded as terminal, rather than preparatory for other courses. It will be regarded as functionally related to personal growth and social responsibility, rather than a part of the technical or professional curriculum. Here is a rich vein that has been little explored thus far by those who are experimenting with general education. Perhaps, first, we must break down a certain academic snobbishness which assumes that recreation is not an appropriate subject matter for a college curriculum. Accepting general education as "that part of a student's whole education which looks first of all to his life as a responsible human being and citizen" (Harvard Report), how can we fail to make provision for recreation within the curriculum?

"Recreation is not a secondary concern for a democracy. It is a primary concern, for the kind of recreation a people make for themselves determines the kind of people they become and the kind of society they build."—Dr. Harry A. Overstreet.



31st NATIONAL RECREATION CONGRESS

At Your Service

THE WELCOME MAT is out for our old friends among the recreation equipment people, book publishers, crafts firms and other cooperative agencies who will be with us again in New Orleans. They who manufacture the necessary materials of play, have much to offer in the way of what's new, what's practical, what best can fill our needs, and come to place their services at our disposal. Many of them have been at Congress gatherings for lo these many years; some of them are new; all of them will be on hand to offer suggestions and help in regard to the materials so necessary to the performance of a good recreation job.

Don't fail to plan time in your schedule for taking advantage of the opportunity to examine new equipment first-hand, to bring yourself up-to-date on what's available for future reference. It's much better than reading advertisements, gives you a chance to ask questions, to renew old acquaintances, form new contacts that will be helpful to you later.

The exhibits will be conveniently located so that you cannot miss them as you pass in and out of meetings. Stop by, and give these loyal friends your personal greeting! Exhibitors are listed here.

Ackley, Bradley and Day, Sewickley, Pa.
Arlen Trophy Company, New York, N. Y.
The Athletic Institute, Inc., Chicago, Ill.
Aviation Products, New York, N. Y.
Ron Bales Sales Agency, Emporia, Kan.
A. S. Barnes & Company, New York, N. Y.
J. E. Burke & Company, Fond du Lac, Wis.
Childcraft, Chicago, Ill.
Cleveland Crafts, East Cleveland, Ohio.
The Coca-Cola Company, Atlanta, Ga.
Frost Woven Wire Company, Keyport, N. J.
Game-Time, Inc., Litchfield, Mich.
Geo. Gillis Shoe Corporation, Fitchburg, Mass.
Hillerich and Bradsby Company, Inc., Louisville, Ky.
Horton Handicraft Company, Farmington, Conn.
The Judy Company, Minneapolis, Minn.
J. C. Larson Company, Chicago, Ill.
Logan Manufacturing Company, Glendale, Calif.
MacGregor-Goldsmith, Inc., Cincinnati, Ohio.
Magnus Brush and Craft Materials, New York, N. Y.
National Bowling Council, Dayton, Ohio.
Pennsylvania Rubber Company, Jeannette, Pa.
Pepsi-Cola Company, Long Island City, N. Y.
J. E. Porter Corporation, Ottawa, Ill.
RCA Victor Division, Camden, N. J.
Rawlings Manufacturing Company, St. Louis, Mo.
Square Dance Associates, Freeport, N. Y.
United States Rubber Company, New Orleans, La.
W. J. Voit Rubber Corporation, Chicago, Ill.
Weaver Wintark Sales Company, Shamokin, Pa.
Wilson Sporting Goods Company, Chicago, Ill.



John Davis Williams

Congress Speaker

John Davis Williams, Chancellor of the University of Mississippi, has accepted an invitation to address an evening session of the Congress on the subject of "Recreation and Abundant Living." Word was not received in time to permit including this announcement with that of the other speakers, in the August RECREATION.

Appreciation

ON THE EVE of the National Recreation Congress, we are moved to express our deep appreciation to the very helpful committees and many individuals who shared in planning for the 1949 session.

The 31st National Recreation Congress is the result of suggestions and work of literally hundreds of people, working cooperatively for the best interests of the recreation movement. We are grateful

to all who have generously shared in this process.

We gladly present below the personnel of a few of the various committees; we wish there were room to include all. Also listed below are those in New Orleans who have worked to make our stay there pleasant and as rewarding as possible.

To all of you our profound gratitude.

T. E. RIVERS, *Secretary*,
NATIONAL RECREATION CONGRESS

Recreation Congress Advisory Committee

B. R. Allison, Nashville, Tenn.
Virginia Carmichael, Atlanta, Ga.
G. E. Chew, Sun Oil Company, Marcus Hook, Pa.
Robert W. Crawford, Oakland, Calif.
A. E. Genter, Akron, Ohio
Lester J. Lautenschlaeger, New Orleans, La.
W. Norman Watts, New Haven, Conn.

Recreation Executives Committee on Administrative Problems

Floyd Rowe, *Chairman*, Cleveland, Ohio
William K. Amo, Little Rock, Ark.
Grant Brandon, Lancaster, Pa.
John P. Brechtel, New Orleans, La.
Ruth Bush, Memphis, Tenn.
Joe L. Christensen, Murray, Utah
W. W. Harth, Columbia, S. C.
Larry J. Heeb, Lawrence, Kan.
Ralph M. Hileman, Baton Rouge Parish, La.
Dorothea M. Lensch, Portland, Ore.
Stephen H. Mahoney, Cambridge, Mass.
John O. E. Pearson, Brantford, Ont.
Walter Roy, Chicago, Ill.
W. P. Witt, Corpus Christi, Texas
Beth Wallace Yates, Sylacauga, Ala.
Ben York, West Palm Beach, Fla.

Hospital Advisory Committee

Edward D. Greenwood, M.D., Director, Southard School, Menninger Foundation, Topeka, Kan.
Carolyn Nice, National Recreation Consultant, Service in Military Hospitals, American National Red Cross, Washington, D. C.

W. H. Orion, Director, Recreation Service, Veterans Administration, Washington, D. C.

Industrial Recreation Advisory Committee

Victor Bonnafée, Jr., United Fruit Company, New Orleans, La.
G. M. Matlack, Counselor of Recreation, Burlington Mills Cramerton Division, Cramerton, N. C.
John L. Moore, Recreation Director, Bemiston Village Council, Talladega, Ala.
E. L. Parker, President, Callaway Educational Association, LaGrange, Ga.
Robert Turner, Coordinator of Recreation, Department of Community Recreation, West Point Manufacturing Company, Lanett, Ala.
Fred A. Wilson, Coordinator of Employee Activities, Scovill Manufacturing Company, Waterbury, Conn.

New Orleans Local Arrangements Committee

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John P. Brechtel, *Chairman*, New Orleans Recreation Department.
Richard Dixon, *Vice-Chairman*, New Orleans Recreation Department.
Henry Boh
Mrs. Charles F. Buck
Ray Cantrell
Blaise Carriere
William Coker
Sam Coronswet
George Douglas
Mrs. William Dreux
Thomas A. Fox, Jr.

Clifton Ganus
Ed Garland
Charles Genella
John Hall Jacobs
Mrs. Herbert Kenny
W. B. Lancaster
Dr. Henry A. LaRocca
J. D. LeBlanc
Dr. Louis Legett
Lewis G. Lemle
John Lynch
Marcel Montreuil
Gar Moore
Ralph Nolan
General Allison Owen
Mary Raymond
Horace Renegar
Frank Schaub
L. J. Schroder
A. Spatafora
C. C. Walther

Reception and Services for Colored Delegates

Morris F. X. Jeff, *General Chairman*, Director of Negro Division, New Orleans Recreation Department.
Alfred Collins, *Chairman*, Reception
Mrs. Alma Granderson, *Chairman*, Entertainment
A. C. Moore, *Chairman*, Housing
Audry Baxton
Daniel Brown
Elizabeth Gaines
Ralph Haines
Henry Hamilton
Daniel Hawkins
Bennie Jefferson
Marie Royal
Charles Smith
Irma Smith
Oliver Thompson
Elaine Vandergriff



RECREATION CENTERS FOR RURAL YOUTH

A Gift or a Goal?

Carol M. Larson

*Supervisor, Rural Sociology Research Laboratory, the
State College of Washington*

"**W**HAT shall we do tonight? If my folks weren't having a bridge party at our house, we probably could go over there and dance."

"Yeah, my dad isn't feeling well tonight and he said he wanted the house quiet."

"And there's no use thinking about our house. Since we got the new davenport and chair we have trouble enough even walking through the place."

"If only there were a place we could go to have some fun!"

Such conversation is an example of what might be heard on an otherwise quiet street corner of a small rural community when a group of young people get together to plan an evening's recreation. Chances are they will end up spending the evening at the village soda fountain—if they are fortunate enough to be in a village where there is one—or riding around in their cars or pick-ups, looking for a little excitement.

Many rural communities are faced with the problem of providing leisure-time activities for their young people. In considering the problem, the question might be asked, "Is this the responsibility of the community or of the young people themselves?" A combination of the two, particularly if it means cooperation between youth and adults, would be the most satisfactory. However, there is a slight tendency for the young people to expect someone else to furnish the means for their recreation activities while, at the same time, many adults look upon the problem as one to be solved by those who feel the need for such facilities.

These two reactions leave the situation very similar to that found in a game of doubles in ping-pong when, as the ball approaches, the player on the right thinks that the ball will be in the left-hand court, and the player on the left thinks that the ball will bounce in the right-hand court. Needless to say, the ball goes right on by, unreturned to the opponents.

Such a situation need not be prevalent in a rural community in which cooperation and understanding between youth and adults exist. If the young people feel that the need of a recreation center is great enough, they should take definite steps to see that one is provided. If the adults of the community wish to see their young people enjoy their leisure time, possibly under the supervision of qualified leaders, they should also take steps to see that a good program is provided. Leaving the job for someone else to do will mean a continued lack of recreation facilities.

The question might then arise, "What steps can be taken by either group?" It is the writer's intention to provide a few suggestions which might

be used as a starting point for establishing a recreation center.

Even the very smallest villages and hamlets can provide recreation facilities acceptable to its young people. A recent study of leisure-time activities of 250 high school youth in a sparsely settled wheat county in the eastern part of the State of Washington* showed that most of the activities which the young people want included in a recreation center program would be inexpensive, and would not demand a large number of participants. Such simple activities as dancing, ping-pong, badminton, group singing, pool and billiards, square dancing, or card playing could be carried on in a school, a club house, a Grange hall or, many of the activities at least, in a church basement. Only one activity—roller skating—would be impractical in any but the larger towns and cities. The young people are not asking for the impossible. Their main difficulty is in finding a place (a room or a hall) in which to carry on these activities. Once such a place is made available the rest of the task would be comparatively simple.

Barriers must be opened up in many communities. For instance, if the school is the only building in the neighborhood that is large enough to accommodate the young people, then they must make their needs and wishes known to the school board or to the group which has jurisdiction over this property. If the women of the community have a club house which is used only one or two days during the week, the young people might appeal to the women for the use of this house.

While the youth are presenting their side of the picture, actually spending some time and giving some thought to the project of establishing a recreation center, the adults of the community can be doing their part by discovering just what is needed and desired and furnishing the leadership necessary in establishing a well-organized, popular center.

The financial burden may also be shared by youth and adults alike. If the boys and girls are willing to sacrifice their time in earning money to support a recreation center, many adults or adult organizations should be willing to be responsible for at least part of the financial backing.

Cooperation between youth and adults is essential in the establishment of a recreation center for young people in a small rural community. Understanding also must be present, and should stem back to the realization that the youth of today are faced with much more leisure time than were those

of a generation or so ago. They are not forced to start working at an early age but are given an increasing amount of freedom, such as being allowed to use the family car several evenings during the week or being allowed to choose their own forms of recreation with little regulation by their parents. Although rural families have been slower to follow the lead of their city cousins in establishing such a pattern, the urbanized customs are being accepted more and more in rural areas.

The pattern may be further exemplified by pointing out that recreation is no longer accepted as a family responsibility in many families. In such instances, the responsibility must lie elsewhere. In some large communities, commercial forms of recreation carry the responsibility; while in others the school or the church furnish the chief means of recreation. It is to the community which has not as yet found a group to carry the burden of responsibility that this paper applies.

Shall adults carry the full burden of responsibility? Shall the young people be given a recreation center as a gift, with little or no effort on their own part to help establish it? If they take no responsibility in starting the center, they may feel that they are not responsible for making the program a success. Such an attitude might well lead to failure of the entire project.

On the other hand, if everyone—the entire community—worked toward the establishment of a recreation center (a center which could, in turn, be used by everyone in the community), the responsibility would be shared by all. Both the youngsters and adults could make use of the center at various times, thus establishing a "Community Recreation Center" from which all would benefit.



The goal of a rural community—that youth have adequate recreation facilities to fill leisure-time hours—can be attained by all working together.

* Carol Larson, "Leisure-Time Activities of Rural Youth in a Sparsely Settled Wheat County," *Washington Agricultural Experiment Station Circular No. 58*, Pullman, Washington, December, 1947.



How to Publicize YOUR

PROMOTIONAL ACTIVITIES ARE important in a swimming pool program. Here they are approached from three different angles, rather than from one: outside of the pool; inside the bathhouse; inside the pool.

When I came to Marshalltown, Iowa, to take over the pool, it was then known as a "free" pool. Everybody used it without paying a fee. Of course, when we introduced the idea of charging you can imagine what we ran into. To show the people that we would have something really outstanding, I arranged to have the Governor of Iowa present for the dedication of the pool. We presented a very fine program and pageant, including the latest style bathing suits worn by attractive bathing girls. This went over in a big way, and was followed by an announcement of prices at the pool.

Rates were to be \$15 for a family ticket for four; \$2 extra for every other person in the family; \$8 for a season ticket, adult; \$6 for a season ticket, child; \$5 for a family ticket—\$6.50 value; \$3 for a child's twenty-five swim ticket; \$5 for an adult's twenty-five swim ticket; and \$2 for a \$2.50 ticket, sold to any person who lived outside the city. Swimming tickets were put on sale right away, and before we officially opened the pool we had sold over \$800 worth. This, naturally, assured a successful season.

Of course, there were complaints about the admission charge. To protect the mayor and others on the committee, I set up a Courtesy Day, omitting the word free entirely, knowing that as soon as you say "free" people will tear the shingles off the roof or knock out a window, because there is no charge. Therefore, we use the term "Courtesy Day," and invite the boys and girls of the city for a special treat.

We arrange for an outstanding speaker on each Courtesy Day to talk to these boys and girls while they are in the pool, thus enabling us to keep a measure of control over them. The speech usually lasts about ten minutes. The first speaker of this kind was Mr. Harvey, State Conservation Officer, who gave a talk on furs and the fur-bearing animals of Iowa. He brought live animals with him, and the children were enthralled.

These Courtesy Days are continued throughout

the entire summer, two a week, with as many as 800 to 1,000 persons attending. Nothing is being lost by it. These children are learning to swim, and during the past four years the financial balance has increased each year.

A river passes through the park, so we organized a fishing derby. The Mayor agreed to be the starter, the Judge of the Municipal Court to act as head judge. The Chief of Police was the measurer, and the judges were placed at fixed distances on the banks of the river, within the park. Prizes were offered for catching the largest fish of any species; and the derby was very successful.

At one time there were 400 women fishing. Since that time, we have more women fishing in and around Marshalltown than men. News of this was carried in the *London Daily Times*, the *Los Angeles Times*, and was radioed out to sea. This is good publicity.

We have also arranged for band concerts. Though the municipal band was available, we also went out to the smaller cities within a thirty-mile radius and invited the bandmasters to bring their boys and girls on Sundays to have a swim, and give us a concert near the pool. Thus we always had some fine music, especially for those who did not care to go swimming. We not only wanted to entertain parents, but knew that if they came they would bring their children, and the children would come into the pool.

For another activity outside of the pool, we asked the Junior Chamber of Commerce to purchase a new flag, which we raised on a large flagpole. Then I asked an insurance agent to buy two to three thousand booklets telling all about flags and flying them, which we distributed. Over 2,000 children attended our flag raising, making it a wonderful spectacle. They entered into the spirit wholeheartedly, and it was one of the finest things I have ever seen.

We constructed a large stage just in front of the pool entrance, large enough to handle plenty of actors, and invited different acts from surrounding cities to perform on Sunday afternoons. They put on a free show for those people who did not want to go into the pool. We thereby interested community people in coming to the park, and when

This material, presented at a convention of the National Association of Parks, Pools and Beaches, won a plaque for the best paper. Condensed from *Beach and Pool*, January 1949.

SWIMMING POOL

C. E. Daubert

that was accomplished, half of the battle was over.

Next, we made a little lagoon about forty yards from the swimming pool, got permission to pump water into it, and asked the state conservation people for 5,000 bullheads. After they were released in the lagoon, any boy or girl under fifteen years of age was allowed to fish any time he or she wanted to, and catch all the bullheads possible without any cost. Of course, this was good publicity, and it wasn't long before community people forgot all about charges for use of the pool.

Another thing staged was a field day, with archery for boys and girls, men and women. We made a place for buses to come into the park, and accommodated sixty-two from all over the state. Free entertainment included a rifle range where youngsters were taught how to shoot, and a fly and bait casting tournament.

The State of Iowa had passed a law prohibiting the shooting of fireworks. Well, I had always had that privilege and realized just how much it meant to the boys and girls. So I asked Mayor Duffield to take legal steps to permit us to use fireworks in the park, and he agreed. He put on a great show, and the first time we drew about 25,000 people to our gates. Last time we attracted over 45,000 people, using the fireworks display as the grand finale at the end of a perfect day.

We stage bicycle races in the morning to get the children to come to the park. We have used sand left over from the filter to make sandboxes and have hung swings from the trees, to make a nice children's playground. Mothers can come here, leave their children in the care of a registered nurse, and then be free to go swimming themselves, free from worry.

Once in a while we stage a slumber party. We install about 110 cots in the men's and women's departments of our large bathhouse. All the girls who want to come must have permission from their mothers, and three mothers are assigned to each of the departments. We put 125 prizes into shoe boxes, each worth anywhere from ten cents to \$2.50. The girls play bingo and other games, and those winning have the opportunities for the prizes.

All these young people, after a while, get onto their cots to go to sleep. They know that later during the night they will be awakened and al-

lowed to go swimming, but they don't know at what time. From my home two miles away, I telephone to the lady in charge at about 2:30 in the morning. The whistles start blowing, and the kids get the greatest thrill of their lives.

Reducing classes, too, go over like a million dollars. There is no trouble at all in selling a \$15 ticket to a lady who is anxious to reduce. We have large classes, some of our participants losing, without diet, as much as forty-six pounds in three months—and they enjoy themselves swimming while doing it.

Young dancing instructors come to our swimming pool and teach preliminary dancing lessons, without charge to us. They are glad to cooperate in this way because they feel they are developing a future clientele. At one time any boy or girl who would buy a \$3 ticket, and pay cash in advance, was entitled to ten free tap-dancing lessons, and many came.

Another thing I have found of value is watching the newspapers. When I see that there is going to be a reunion of some kind I go to see the people participating, or write them a letter saying that we would like to have them come to the swimming pool. We offer special rates, and to arrange a program for them or to help in any other way possible. We cover conventions in the same manner. Even if delegates don't care to go swimming, they are often interested if there is going to be an exhibition of some kind. In that way, too, I keep my boys and girls in condition and interested.

We also have hairdressing classes and style shows for children. We have found checker contests popular, and have painted checkerboards on our deck. Children are rewarded for regular attendance. Perfect attendance for a month entitles any boy or girl to a free airplane ride over the city.

With respect to promotional activities within the pool itself, the learn-to-swim campaign always comes first; and after you have taught your boys and girls, graduation exercises can be held. At one of these ceremonies the president of Iowa State College presented the certificates to the children. There should be no trouble in getting the superintendent of schools to do this at any time. Remember, as long as you are doing things for children you have the adults with you, and the adults have the money. That's all there is to it.

By using these activities you will be making news. News means publicity, both printed and verbal. As the ball starts rolling and interest increases, many ideas for publicizing your swimming pool will materialize.



Above: Conservation officer Walter L. Harvey operates slide projector as youngsters absorb recorded conservation talk.

1. State Center school children view especially equipped bus during its five week tour. Live animals, fish are inside.
2. "Looky, what's that?" Traveling unit was planned to bring before public a few of the basic conservation principles.
3. In a few years these children, giving rapt attention, will be responsible for conservation of our natural resources.
4. Lady, the exhibit's coyote, undisturbed by the student visitors, poses with serene dignity for the photographer.

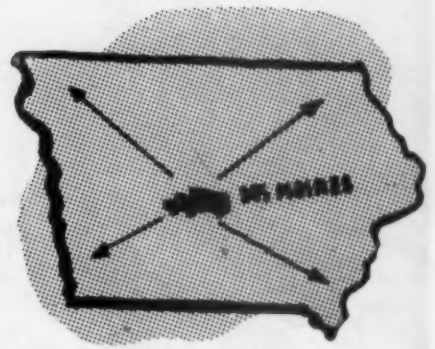
Traveling Exhi

BELIEVING THAT "Conservation Can't Wait," the Conservation Commission is mounting a traveling show on a tour of schools. In five weeks, more than 10,000 children will see the show. Usually, commission employees accompany the show. Children in the lower grades attend a thirty-minute show, while the upper grades attend a thirty-minute



Exhibit

"Wait," the Conservation Commission of Des Moines, Iowa, has been sending a wildlife exhibit, more than 10,000 school children have viewed the traveling exhibit, carried on a huge truck. Employees explain the various live fish and animal displays to the primary children. A thirty-minute conservation talk—complete with slide projector—in the school assembly room.






An air view of White Rock swimming beach in Dallas, Texas. The property also is used for picnicking, fishing, camping and horseback riding.

Dallas, TEXAS

LILLIAN SCHWERTZ

*Supervisor of playgrounds and
recreation centers in Dallas.*

 THE TOWN COUNCIL of the thriving young city of three thousand inhabitants in Dallas, Texas, were pleased with themselves. They had, with much finesse and no expense to the town's budget, just completed a transaction whereby the City of Dallas would acquire its first municipal park!

Minute Book Number Two of the year 1876 records the offer of a ten-acre tract of land for the purchase price of \$700. The Town Council desired this property but did not have the "purchase price." The records further reflect that the owner agreed to lower the price by \$100 in exchange for keeping the "pest house," a building used to house all persons with smallpox, located on the property. A civic-minded citizen agreed to pay \$200 toward the purchase of the property, leaving a \$400 debt for the city to assume. The Town Council then offered to cancel taxes on all of the owner's properties, not to exceed \$100 a year, for a four-year period. An ordinance was then prepared and

adopted to this effect, and the act of obtaining the first municipal park was completed.

In 1905 a Park Board, consisting of five members, was created by charter amendment. At the same time a ten cent tax on each \$100 property valuation was levied to be used for park purposes. The board still derives its revenue for operating many varied activities from this source.

It seems that most Texas cities which had created parks maintained a very restrictive type of control until well after the turn of the century. It was not until 1907 that the park property purchased in 1876 was actually designated to be used for playground purposes. In the Minutes of the Park Board, the following action was recorded: "The Park Board authorized the Park Superintendent to use the hollow in City Park as a park playground."

Records show that employment of one of the first playground leaders, hired for the purpose of supervising park playground activity, occurred in

1911, with the public informed by a sign placed at the corner of the park—"PLAY PARK—ADMISSION FREE!"

In 1910, when the city's population was less than 100,000, the late George E. Kessler was employed to prepare a comprehensive city plan and report, including recommendations for a park system.

During the next several years, Dallas acquired many additional parks and erected two centers, which are in use at the present time. Early in 1913 a National Recreation Association worker spent several days in Dallas, addressing civic organizations, to enlist support for a bond issue of \$500,000 for parks, playgrounds and boulevards. The bonds were voted by the people. In 1920 a director of parks and playgrounds was appointed.

Supervised summer playgrounds were initiated in 1917. By the summer of 1923, twenty areas were supervised.

The five-member Park Board is appointed by the City Council for a term of two years, each member serving without compensation. It is a policy-making board.

The department divisions are:

1. Municipal Golf Courses—(three 18-hole; one 9-hole)
2. Municipal Swimming Pools
3. Playgrounds and Recreation Centers
4. Municipal Athletics
5. Zoo
6. Fair Park Civic Center which includes:
 - a. Aquarium
 - b. Museum of Fine Arts
 - c. Hall of State
 - d. Health Museum
 - e. Museum of Natural History
 - f. Amphitheater—(Operettas under the stars ten weeks each summer)
7. White Rock and Bachman properties, which include boating, picnicking, fishing, camping and bridle paths.

8. Forestry, which includes maintenance of all boulevard, street and park trees.

9. Park Patrol

10. Maintenance and Operations

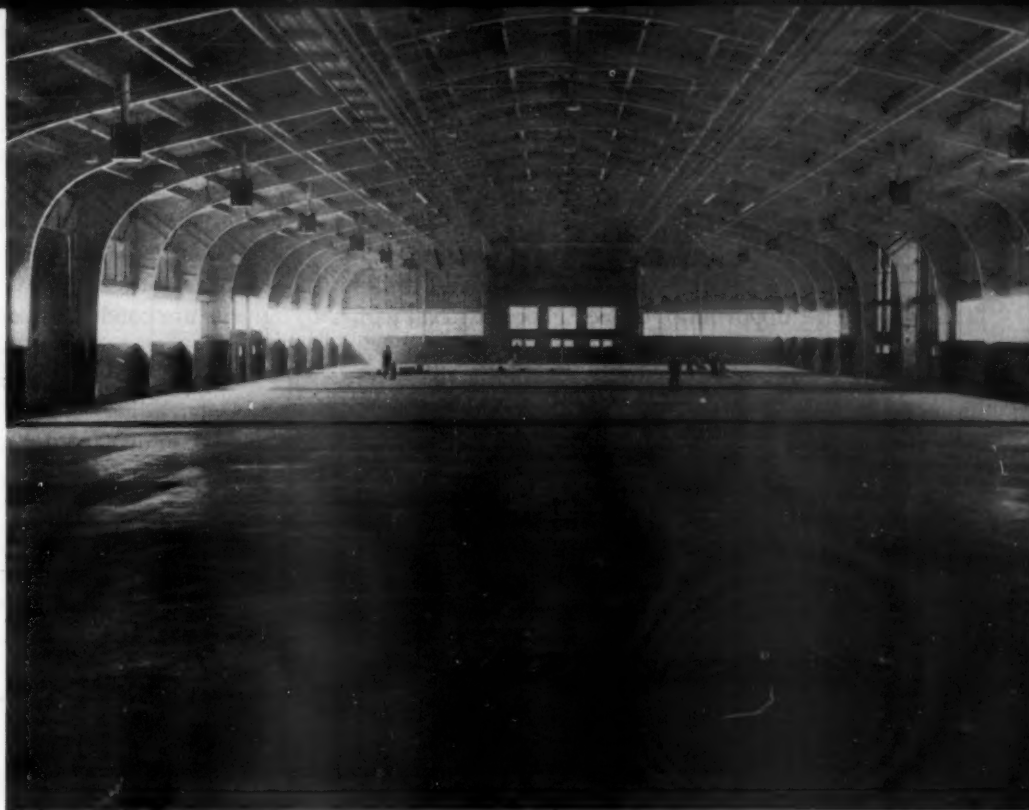
In 1923 and 1924, L. H. Weir of the National Recreation Association's district field staff worked with the Dallas Park Board in its efforts to provide a special recreation division in the park department with a qualified recreation director to supervise the work. Continuously, the Association has given field service to Dallas and, in addition, one or more recreation specialists from the Association's staff have gone into Dallas, by request, to help with the expansion and enrichment of various phases of the public park and recreation programs.

At the present time, the City of Dallas, with a population of 478,000, has a total park area of approximately 5,500 acres. Thirty-five percent of the total area is devoted to small parks, distributed throughout neighborhood communities. Nineteen park areas represent gifts, totaling 1,417.7 acres. The most recent gift totaled nearly 1,000 acres. Tenison Park, totaling 124.5 acres and featuring one of the 18-hole golf greens, and Kiest Park, with 247½ acres, are two other large park areas given to the park system by civic-minded citizens.

The entire Park and Recreation Department personnel, which includes maintenance labor, is comprised of approximately 300 employed on a year-round basis, with 300 additional employees during the summer months. The Recreation Division, exclusive of golf course managers, Fair Park Museum directors and directors of the various large park areas and rental buildings, has a year-round staff of thirty persons. They include the superintendent of recreation, assistant superintendent of recreation, supervisor of playgrounds and recreation centers, supervisor of athletics, Negro supervisor, projector operator, twenty-one recreation leaders and a special baseball supervisor. During the summer months, five special supervisors and sixty-five recreation leaders are employed



Hardwood floors being laid in the Automobile, Aviation and Recreation Building recently opened at Fair Park.



for the fifty-four supervised playgrounds. An additional 140 persons are employed for the eight municipal pools.

The Park Patrol has a regular staff of nine men, with ten additional officers working part-time. These men, including the chief of the patrol, are in uniform and use four squad cars to patrol the park system.

The park and recreation budget for the current fiscal year, October 1, 1948 to September 30, 1949, is \$1,155,598. This total budget includes the ten cents on every \$100 ad valorem taxes, and income from non-tax sources such as golf, rentals, reservations, swimming pools, boat licenses, boat house rentals, fishing permits, concessions, interest on bank balance, reimbursements, transfers and others.

The recreation program of the Dallas system is operated on a year-round basis, with seasonal activities highlighting the routine program. The summer participation program is, of course, many times greater than that of the fall and winter programs. Twelve recreation centers are operated continuously, with an additional forty-two playgrounds supervised during June, July and August. The summer program is operated five days each week, Mondays through Fridays, from eight-thirty a.m. to eleven-thirty a.m. and from three p.m. to eight p.m. on all playgrounds—with the exception of the centers and grounds with lighted ball diamonds. These areas remain open until ten-thirty in the evening.

A woman leader and a man leader on the ma-

jority of the playgrounds follow a program of handcrafts, storytelling, dancing, minor games and contests, picture shows, community programs, athletics, swimming, nature study and special activities. City-wide competition is held in the different age-division leagues in softball, baseball, horseshoes, washers, croquet and swimming. A city-wide Junior One-Act Play Tournament is an annual dramatic event during the summer, and a Senior Play Tournament is held each winter.

Ten clubhouses, operated on a reservation basis, accommodate various groups in such activities as teen-age dances, socials, teas, book reviews, reunions, graduation exercises and square dances. Six hundred and sixty-six reservations were made during the first six months of the current fiscal year, with 74,784 persons participating in the activities offered.

Programs for older persons have always been stressed by the Dallas Recreation Department. Square dancing is the most popular social activity for this group, with hundreds of "golden agers" enjoying the companionship of persons their own age in dancing, parties and congenial conversation. Older men are provided club rooms for domino and checker games. Roque, croquet, horseshoe and shuffleboard facilities are also provided, and are enjoyed by thousands of older persons.

The municipal athletic program includes softball, basketball, soccer and baseball. Four hundred and fifty church, commercial and independent softball teams and 200 playground teams keep the

seventy-two softball and baseball diamonds in constant use. Twenty-five of the softball diamonds and one hardball diamond are lighted for night play. These lighted diamonds are strategically located throughout the city, offering many communities the opportunity of seeing exciting ball games almost any time they may desire to do so.

Basketball participation jumped from 100 teams with 54,000 spectators during the 1947-48 season to 250 teams with 132,700 spectators during the 1948-49 season. This increased interest was attributed to the opening of the new Automobile, Aviation and Recreation Building in Fair Park, which housed all basketball play on its seven basketball courts. The building is 750 x 113 feet in the middle without an obstruction. Bleachers on the major court accommodate 5,060 fans. Two tennis and eight badminton courts are available for play inside the building. Other activities were also successfully conducted in the new building, including boxing, with 19,250 spectators attending three tournaments, angling and special programs, and the annual square dance festival which drew 6,000 dancers and spectators. The building contains comfortable locker and shower rooms for men and women, forty blower-type heating units, and twelve large ventilating fans. This building is used by the Dallas Recreation Department from November to April and is then turned over to the State Fair Association for the remaining months.

Tennis is a very popular sport and is played on a year-round basis. Sixty of the 100 courts are maintained at all times, and there is no charge for their use. However, players are required to furnish their own nets and balls. Local tournaments are conducted, and the winners in the junior and senior divisions compete in the State Texas Amateur Athletic Federation Tournament.

Outstanding special activities include boat regattas, Fourth of July fireworks at White Rock Lake, golf tournaments, tennis tournaments, water pageants, one-act play tournaments, city-wide playdays, square dance festivals, operettas, swimming meets, exhibition basketball, baseball, soccer and softball games, fishing rodeos, boxing tournaments and many other playground contests.

"A city to be great does not need to be large or rapidly growing. But it should be a place in which people are happy to live and work. It should have a personality and a civic pride in that personality. It should create out of the raw materials of its resources, physical and human, satisfactions which are abiding and permanent. Only if the social and economic foundations of a community are secure, and its governmental organization sound, can a city grow to real greatness."—C. A. Dykstra in *Municipal Activities of City of Cincinnati, Ohio*.

An annual event in Dallas, the Junior One-act Play Tournament is held out-of-doors, using a portable stage.



Suggestions for Promoting HALLOWEEN PARTIES



National Halloween Committee of New York City

ORGANIZATION of your Community Halloween Party Committee will, of course, depend on your personal methods of working. Whether you prefer it to be made up solely of public officials or wish to enlist public-spirited individuals and organizations is a matter for your judgment.

However, one committee is a **MUST** for the success of your party. That is a publicity and promotion committee. This committee should have the task of bringing the community Halloween party to public attention. We suggest the committee do this through the following procedure:

1. Call upon the woman's page editors of your local papers, with the story of the event. Suggest that they feature stories with games and recipe ideas for home parties, using your plans as an example. Also submit articles on the importance of planned celebrations to prevent vandalism and brushes with the law.

2. Meet with the program director of your local radio station, providing him with material for women commentators and for special programs of interest to the young people of your community.

3. Visit the city editors of your local papers. Tell them your Halloween party plans to help combat juvenile delinquency. Provide them with copies of any literature or posters you have and, most important, invite them to have a reporter and photographer not only at the party itself, but at your various meetings when making plans for the party.

4. Suggest to local bakers that they feature special window displays of typical Halloween bakery goods, using your posters as background.

5. Suggest to local grocers that they set up Halloween party displays in their stores to show hostesses what they can serve. Here again ask that your posters be used as background.

6. Arrange with local theatres to have posters announcing your party and special Halloween displays in their lobbies.

7. Suggest to promotion directors and managers of local department stores, which may be planning special October windows with a Halloween motif, that they include your posters in their windows. Some stores may be interested in working out similar tie-ups with displays of typical Halloween tables in their furniture, food, or linen departments.

8. Meet with leaders of your community youth centers, asking that your party be announced on their bulletin boards.

9. Keep editors of local high school papers informed of your party, with releases for their papers. Invite the youngsters to form committees to help you make and put up decorations.

10. Invite the merchants of your town to sponsor a Halloween Queen Contest among teen-age girls of the community. The winner would be officially crowned at your Halloween party.

11. Call upon leaders of civic and church groups to join in helping to plan and promote the party. They can also help make it known to the young people whom they serve. Explain to them the civic purpose behind the Halloween party.



HALLOWEEN! The one evening a year to which young and old alike look forward, anticipating fun and frolic, while police chiefs ponder on the vandalism that might be done and hire extra policemen to try to combat it. How to have the first premise, eliminating the second, is a challenge that all recreation departments should have accepted years ago. We in Provo, Utah, according to the police chief, have successfully met it. Changing attitudes must be dealt with. As one

tickets in it, each color admitting the bearer to an activity. All entered the school building through the shop. There the tunnel of horrors (following a rope) led them over springs, past weird noises, terrible odors, and clammy pressures, and out through a door with an electrified knob. What squeals of delight and excitement!

There were nineteen additional activities: dancing to a juke box in the gym, which had been attractively decorated; ping-pong, fish-pond—stu-

GOBLIN NIGHT IN UTAH

Jessie Schofield

adult put it, "The pranks that are considered delinquency now, we played as good jokes when I was a boy." Or, as was overheard of one vociferous mother, "Here is your wax and soap, but if any get on my windows, I'll whale tar out of you!"

In Provo, we met first with the school principals, presented our problem, and asked for their help. Almost all the schools had some plans for Halloween, so they agreed to stage a special celebration. Each school considered its facilities, personnel and children, and planned an independent festival. The recreation department provided apples and prizes for costumes and games and also assisted with the plans when called upon.

The program varied with each school. The grade schools held an after-school party for the kindergarten through third grade children. They played games, sang, and listened to stories and musical numbers. The fourth through sixth graders had parties in the early evening from six to nine p.m.

One junior high school had a loud sock dance. After their entrance through a chamber of horrors, all the boys and girls had to take off their shoes and spend the rest of the evening—from six to nine p.m.—in their stocking feet! Prizes were awarded for the gayest socks. There was dancing in the gym, games in various rooms, movies in another, and ghost stories—the principal was an excellent storyteller—in still another.

One junior high assigned the Halloween entertainment problem to its student council as a major project, and they devised the following plan.

Each student was given a book with twenty

dents had brought cast-off jewelry and the like for prizes, magic writing and, best of all, refreshments—doughnuts and apple cider. These were served in the cooking room, and only a limited number of party-goers were admitted at a time.

The Teen Kanteen was host to the high school students. They held a loud sock dance—with shoes on this time—featuring a regular orchestra and a floor show.

For those above school age, the recreation department asked the assistance of the churches. In each section of the city, parties were held in churches, and the young adults had a wonderful time. These parties also began with the tunnel of horrors, and dancing was the main interest of the evening, although fortune-telling, ducking for apples, and other Halloween games were played.

For all parties, including those at home, a booklet of Halloween games and fun had been prepared, available at cost through the recreation office.

Was the program a success? As one person put it: "One can only be in one place at a time. If the young people are having fun at a party, they can't be in mischief elsewhere." The police chief put it more strongly: "There was *no* vandalism."

It was a cooperative affair—one that will be repeated in the future. This year, there'll be more prizes and refreshments because the Elk's Club wishes to contribute to the program. Planned well in advance, and with each unit responsible for its own party, the entire community was served.

Miss Schofield is Provo's Superintendent of Recreation.

A New Idea by DAPHNE DARLING STERN

IN MANY PARTS of the country, Halloween is a night when children dress up in their weirdest or fanciest costumes and sally forth to commune with spirits and hobgoblins. Formerly, it was the greatest of fiendish pleasures to play naughty, and sometimes costly, tricks on people and their property. In recent years the custom has changed more or less just to "trick and treating," whereby the children ring doorbells and bribe the householder for goodies.

In 1947, however, a plan was conceived to permit the children of Palo Alto, California, to have their fun and yet accomplish an unselfish mission, as well, by giving up their superabundance of treats and collecting notion items for Europe's needy instead. It was called the Halloween Treasure Hunt. As usual, the youngsters donned their costumes and roamed the dark streets ringing doorbells, but instead of asking for treats for themselves, they asked for as many of the following items as the householder had on hand for the occasion: buttons, needles and pins in their paper wrappers, thread, snaps, shoelaces, elastic and thimbles.

These items were then stowed away in the Treasure Hunters' specially prepared bags and off they went to the next house, and so on. The following morning these "bags of loot" were collected in a central place where they were subsequently sorted, packed and shipped to the American Friends Service Committee, who distributed them in Europe and in Asia at their work centers.

The plan was sponsored by the Palo Alto Board of Education, the Parent-Teacher groups and civic and church organizations throughout the city. Newspapers provided an enthusiastic stream of news items and editorials, and announcements were made over the local radio stations. Stores carried ads, displays and offered "specials" on the desired articles. Although it was impossible to calculate the exact number of children who took part, we do know that 1,400 pounds of these special articles were collected.

In the schools several devices were employed to intrigue the children's interest in this variation of Halloween. For one, all the would-be friendly imps received sheets that carried instructions for the fun. The instructions were in verse, and on the sheets were cut-out jack-o'-lanterns which the children colored and put on each door after receiving gifts (so no householder would be solicited twice). Secondly, the idea was "talked-up" at



school and home. Third, special stories were written by a child's story author, Catherine Urban, which were read and dramatized by the children at school. Fourth, Official Halloween Treasure Hunt Bags were printed and distributed along with other literature.

The financing for this project was divided among various organizations. For example, one group paid for the paper for the mimeographed notices that were sent to the parents through the schools; another for the printing of the bags. Others contributed funds for shipping costs. Palo Alto townsmen, parents, educators and police expressed interest in the success of this campaign and were pleased with the results for several reasons:

1. It gave the whole community a philanthropic objective which spread an aura of goodness and happy smiles around the little "goblins."
2. The children's stomachs were in far better shape the next day!
3. The mischief incidence was greatly reduced.

As another Halloween approaches, it is hoped that many communities will adopt this idea, or even a variation, because the need for these articles is as acute or even more so in certain areas despite governmental or other agency aid. If your school and community decide to undertake this fine project this year, write to the American Friends Service Committee, 1830 Sutter Street, San Francisco 15, California. A copy of the verse instructions and the special stories used in Palo Alto's program is available on request.

(Last year mischief also stepped aside for mercy in Mentor, Ohio. Children collected loot for a needy Finnish community.—Ed.)

Reprinted from *California Parent-Teacher*.

● BEHIND the many organizations concerned with the welfare of children lies one common tenet: any person who assumes responsibility for the care of a child automatically assumes responsibility to care for him completely. That means he must be cared for physically, mentally, spiritually, and emotionally. The hospital readily accepts this philosophy and gives consideration to a sick child's physical needs. Recent legislation, and the presence of teachers in the hospital, are evidence of an attempt to meet the sick child's mental needs. While responsibility for meeting a child's spiritual needs is vested in his family and in his church, the hospital makes provision for the ministration of religious ritual, and cooperates with church and family in this matter. However, when one asks how the hospital meets the emotional needs of its young patients, the answer is not so clearly defined.

Who Meets the Child's Emotional Needs?

Representative hospital personnel, chosen at random from various hospitals, were asked, "What plan has the hospital to provide care for a child's emotional needs?" Their responses provide food for thought.

Hospital administrator: "We have our neuropsychiatric division and neuropsychiatric specialists on the staff who care for that end of it."

Psychiatrist: "We see only behavior problems and others presenting definite deviation from normal, and we treat them according to their diagnosis."

Pediatrician: "Well, of course, that's not my field. If I think that there is something wrong, I refer them to the psychiatric service for study. The others? Oh, when they are just nervously upset, the nurse is the best one to comfort them, just as their mother does at home."

Head nurse: "Frankly, I have too much desk work to do to get down to individual cases. The students are taught to give them something to do. There's always plenty of people around, and they soon get over it."

Student nurse: "Well, if they cry, I try to stop them. Of course, I try to explain that what is being done is for their own good and that they'll be better soon. But honestly, I'm usually too busy to fool with them much. The occupational therapist is supposed to keep them quiet at this time of day."

Occupational therapist: "The occupational ther-

apist can do a lot because she is the only person who neither hurts the child nor forces him to do something he doesn't want to do. We are on the ward one-and-a-half to two hours daily except Saturday and Sunday, but we can't go to a child if the school teacher is there. He must do his school work, so she gets the preference."

Teacher: "The law provides that a sick child may have up to three hours of teaching per week. Obviously, with my load, I can't give any extra time to a child, but when I find one who is upset, I give him some work to do which I know he likes and which I am reasonably sure he can master. Sometimes I just give him a pencil and paper and let him draw."

From these answers, it would seem that very

PLAY

little real consideration is given to the matter of emotional care for the hospitalized child, and that equally little is being done to preserve his emotional health. The answers to our question, as well as the paucity of reporter research and other published material in the field, seems to indicate a need for wide study and active organization toward more complete care for the child.

The same question was reworded and put to the other two people most intimately concerned—the mother and the child.

A mother was asked, "What do you do for your child when he gets emotionally upset?"

Mother: "I let him know I love him and send him outdoors to play; or else I let him help me clean up the house. He loves to beat the rug by the door when he's mad."

Because a child does not always use language to express his feelings, it was felt that a wider sampling would be more representative. Therefore, the question was asked of ten children between the ages of five and eleven and one-half years.

The children were asked, "What do you do when things don't go right?" Their replies follow:

Children: "I cry and scream." "I get mad and cuss." "I throw my shoes and my toys." "I beat up the other kids." "I spank my dolly and then I put her to bed." "Cry, I guess." "I frow ever'-thing out th' window." "Nuthin', I just sit and cool off." "I tell Mama on it." "I go outside and

Miss Davidson (Broadlawns Polk County, Des Moines; B.S., Boston University) is a teaching-fellow, Boston University School of Nursing, Division of Pediatrics.

kick the dirt." (This was the child of the mother questioned.)

The children's answers indicate their need to express dissatisfactions in a physical manner, and they all tend toward the aggressive pattern. If this is a sample of the way a child behaves at home under emotional stress, what does he substitute in the hospital where tensions are increased and physical activity is decreased?

Has the Hospital a Special Obligation?

During this investigation, the inquirer was asked four different times, "Just why does the hospital have a special obligation to provide for the emotional care of its patients? Everyone is upset when he has to go to the hospital."

E. RITA DAVIDSON, R.N.

those who plan and those who execute it, if their efforts are to be helpful to the patient. They must comprehend the needs in each individual situation and be aware of all the possible effects of any proposed plan. "A child in illness and convalescence is experiencing the same emotions as in health, and on occasion may be happy, worried, optimistic, depressed, fearful, anxious, hopeful, resentful, and so on."¹

By the age of two years, children have the ability to develop all the defenses known to adults; they have a remarkable capacity for suppressing feelings and not showing anxiety. When sepa-

for the Hospitalized Child

That is just the reason! Admission to the hospital imposes and increases tensions and resentments in the child and he has not received full and adequate care until they have been legitimately dissipated. While it recognizes that a youngster's greatest security is in his home and family ties, the hospital suddenly separates him from both. He is placed in a strange bed, in a strange room, surrounded by strange people, and submitted to strange and often painful treatments. He neither understands nor feels equal to seeking the reason, even if he is able to do so. His whole being rebels; and yet, when he feels least like giving it, the utmost cooperation is expected of him. Such conflict results in an unhappy hospital experience which may or may not have a permanently traumatizing effect upon his personality.

Today there is an increasing awareness of the important role of attitudes and emotions and their contributions to the life and well-being of every individual. Consequently, one would expect to find in every hospital which provides care for children an active program aimed toward helping the child to make a better adjustment in the hospital and to lessen the possibility of permanent emotional trauma as a sequel to physical illness.

Understanding the Child's Emotional Needs

In the field of child care, where the recipient cannot verbally express his needs, the introduction of any program imposes a specific obligation upon

rated from home and family, the child often fears a permanent loss of love and loss of mother. Such feelings are very intense, and although he tries to suppress them, they are finally exhibited in an explosive manner. This explains why a child who has appeared to be well-adjusted in the hospital cries as soon as he sees his mother on visiting day.

In this connection, it is well to remember that although the child is the patient, we who care for him are dealing with a mother-child relationship and every conflict arises within it. Therefore, while the youngster finds relief in his tears, a tension is created in his mother which, in turn, is communicated back to the child through his mother's concern for his happiness, and he is left with a new feeling of uneasiness and emotional stress.

When a child has been under emotional strain or physical trauma, no matter what the origin, he expresses it in his total behavior, often in the form of wetting, soiling, and baby ways. Thus he reverts to the age when he knew happiness, safety, and security. Security means, "I know where I belong, where I am wanted and loved." It is personal and individual. Moreover, it is wrapped up in a constant reassurance of unchanging affection, consistent discipline, and a sense of peace and permanence, communicated on a physical rather than an intellectual level.

The reason for a child's insecurity in the hos-

¹ Senn, Milton, J. E.: Emotional Aspects of Convalescent Care for Children, *The Child*, Vol. 10, p. 24 (Aug.) 1945.



Above: Play can be effective even where limited.
Below: Playroom affords chance to learn group play.

pital is very clear, because these assurances are not duplicated outside of home and family life. The average adult can usually lessen the severity of his emotional pain by telling others what he has suffered, but a child's vocabulary and methods of self-expression are not fully developed, and he cannot find relief in words. He does not know how to lean on others—friends, nurses, and the like. His one medium of expression which is self-satisfactory is his play life.

The adult considers play an elective activity, as opposed to the compulsory activity he calls work; but the child makes no such distinction. For the child, play is a serious business, a response to the deep emotional urges which form the basic origins of behavior; this normal activity of childhood, therefore, is a most meaningful form of self-expression. This fact has made play a very powerful tool for understanding and learning about children.

We have discovered also that through play, the child learns about his world and about his immediate environment; he learns how to adjust to his fellow men; he comprehends the nature of his problems and resolves them in play; and, at the same time, he dissipates tensions and finds relaxation.

This article is based on a study conducted at Boston University during the academic year 1947-1948. Reprinted by permission of *The American Journal of Nursing*, from March, 1949.

The Tools of Play

Clara Lambert says, "Since one of the purposes of play is to make a bridge between the child's conscious thoughts and his inner emotions, the tools by which he accomplishes this require special consideration."²

The tools of play fall into four categories: language, muscular activity, imaginative projection, and props. Language can be a source of great enjoyment and wonder. It lends itself to variation and repetition to create new patterns, such as humpety, bumpety, lumpety, mumpety. The musical rhythm and nonsense of nursery rhymes afford pleasure in words for their own sake. The young child makes up sounds or "words" to fit his play such as, "choo, choo, choo," "boom, bang," and the like. Later on he uses words to tell fanciful stories, and, immediately, misunderstanding adults label them lies or falsehoods and inhibit the child by their disapproval. Thereafter, language is quickly limited as an agent of self-expression and play, and becomes, instead, the medium for delivering content and factual information of the mind.

Muscular activity and movement are used in all forms of play. The little girl with her dolls and the little boy with his trains animate their play through their own muscular activity. When a child seems to be molding a piece of clay aimlessly, or when he pounds it to nothingness, he is using muscular energy to provide a healthy release for his inner feelings. When he draws or paints, his muscular activity serves him as well as if he were running, jumping, or shouting on the playground.

Imaginative projection can be healthy or the reverse. Pure imagination, such as identifying with a fairy or the hero of a story, is often found; but more often it is combined with the use of props, and, in this realm, deep and lasting significance is realized. Many studies have shown that the child recreates symbolically whatever has made a deep impression upon him in actual life, whether pleasant or unpleasant. To an adult, he appears to be playing; to himself, he is solving his difficulties.

"Prop" is a term applied to the physical materials which lend themselves to creative play, in contrast to toys, which do not. To qualify in this category, material must be usable in a variety of ways. The mechanical doll which the child winds up, watches dance until it runs down, and then winds up again, is an example of a toy. It does not lend itself to a variety of usage. The basic props include blocks, paints, crayons, and blank paper known as newsprint; chinks which can be

² Lambert, Clara: *Play, A Yardstick of Growth*, New York, Play Schools Association, 1938, p. 27.

used on paper or blackboard; clay and its substitutes, which can be built up and broken down, pounded, hammered, and pinched; dolls and puppets.

Whatever his feelings, fears, tensions, resentments or joys, the child expresses them violently, and clay is the one prop most adaptable to his mood. He reduces his problem to a size which he can master, and then expresses his feeling toward it. Obviously, the child does not set out to achieve this mastery when he starts to play. Most likely, he has no idea or plan; he just plays, more or less aimlessly, and lets the whole situation evolve. Thus, the significance of free access to play materials, with time and opportunity to use them when the inclination arises, will be readily apparent.

Of the four categories of play tools, the adult is responsible for supplying only one—the prop. Language, motion, and imagination are supplied by the child himself as he plays. Moreover, the adult is just another prop in the play picture. He can represent an ogre, a witch, a fairy godmother, or My Man Friday. He is never the hero or heroine; that role is reserved for the child.

Report of Study of Play Experiences

A statistical study^a of the play experience of twenty-nine children reveals several points worthy of consideration. Like the hospital in which the study was made, other institutions will be questioning the effectiveness of their own play program and methods of evaluating and improving it. The findings can be formulated into a list of criteria which provide the yardstick for measuring a play program and also suggest adjustments.

The study indicates that not all play will provide emotional release, even though carefully planned. To be effective as a means of emotional adjustment, the play program must be formulated with the child's need as the central objective; it must be so developed as to afford him a maximum of creative opportunity; and it must be so organized, that it is available to the child at the time when he feels the need of it. The concept of play, as an integral part of good nursing care, is entirely compatible with these principles.

The study also shows that any play program is dependent upon the adequacy of the nursing staff. Shortage in nursing personnel is only one phase of staff inadequacy; proper balance of experience

and maturity is equally important. In fact, a staff of rare maturity is essential in certain situations.

Qualifications commensurate with the position held are essential to good organization, and the hospital is no exception. Related to the play program, this means that each person caring for a child is responsible for him as a whole person and should be adequately prepared to give whatever attention he needs. The nurse should be able to provide adequate play experience for the child when he needs it and when he is at liberty to enjoy it. However, just as the nurse needs a knowledge of play skills and technics, so the play director needs a knowledge of the basic principles of child care in order to guide the student nurses and other workers whom she directs.

A play program can provide the student nurse with a great deal of learning experience and understanding of human beings when she is allowed to participate actively. Play is such a basic part of



children that it seems almost impossible to teach good pediatrics without it. Because it is so basic to him, the child should have free access to any form of play which is not prohibited by his illness.

Essentials of a Hospital Play Program

The following requirements are suggested as essentials for an effective play program for the hospitalized child:

1. A nursing staff adequate for the patient load.
2. A director of the play program who is prepared and qualified in child guidance and play technics.
3. Recognition of the play program as an essential part of the student nurse's total pediatric experience.
4. A flexible program planned to permit children to benefit from it whenever they are free to do so.

^a Davidson, E. Rita: *A Study of Play for the Hospitalized Child*, 1948. Unpublished.



Strike three!

World at Play

Lots to Do—In the heart of the most congested residential section of Port Chester, New York, there is to be found a haven for young people of the community—the Don Bosco Center—which is also the home of many clubs and community organizations. Founded twenty-four years ago by the Holy Rosary Church, the aim of the center is to develop the moral, spiritual and physical qualities of youth according to the principles laid down by St. John Bosco many years ago.

Always brimming with activity, the center's program is in the hands of competent staff members. Boys and girls may learn printing in the complete print shop, make household furniture or toys in the well-equipped woodworking shop, read for relaxation or do their homework in the library, attend meetings or programs in the large lecture room, or take part in the editing and publishing of the center newspaper. For the more athletically inclined there are many facilities, including a gymnasium, and a competitive sports program is conducted. Table games are enjoyed in the recreation room.

No Age Limit—Every Tuesday afternoon, rain or shine, members of the Retired Men's Club of Teaneck, New Jersey, gather in the Teaneck Town House to sing old songs, play checkers, dominoes, bridge or pinochle, and enjoy an entertainment program and refreshments. Sometimes they meet in the park to play croquet or pitch horseshoes; sometimes they go in cars to a broadcast in New York City; sometimes they go to church in a body. The group's twenty-eight members range in age from sixty to eighty-six.

Sponsored by the Teaneck Department of Recreation, the club is a part of the township's program to provide recreation for citizens of all ages. A similar club for older women meets on Thursday afternoons.

School Program—Recreation provides a vital part of everyday living in the California Youth Authority's Los Guilucos School for Girls, located between Sonoma and Santa Rosa in the Valley of

the Moon. With individual as well as group activities planned, the recreation program features weekly motion pictures, monthly birthday parties, dances, swimming, baseball, group games, picnics, amateur hours, library reading, radio listening, handcraft and table games.

Members of the Los Guilucos Girls' Glee Club and Folk Dancing Club are invited to participate in programs carried on by various service clubs, lodges, women's clubs, churches, hospitals, and Armstrong Grove on the Russian River. The sociability found in these recreation activities aids in the girls' adjustment to social relationships.

Planning Their Own—Angered by reports of unsanitary conditions in their section of New York City, students of the James Otis Junior High School in Harlem investigated for themselves. They found that the garbage accumulation in vacant lots was even worse than the newspapers' description of the condition.

One lot was in particularly bad shape. However, the owner was glad to cooperate in a clean-up campaign. After the refuse was gathered and collected, he was so impressed with the new appearance of his property he offered to permit the children to use it for whatever purpose they wished.

The youngsters held a meeting and decided that they wanted a playground with sprinkler installations during the summer and basketball facilities for the fall. The Borough President's office consented to pave the lot; the Police Athletic League offered to donate large, circular sprinklers; then a local plumber volunteered to install the equipment at no charge. Now the project is under way—and when it's finished the children of that neighborhood will have some place to play instead of wading in the gutter under the spray of illegally opened fire hydrants.

Bonfire Parties—An old-fashioned Halloween was observed in Syracuse last year, with huge bonfire parties at outdoor play areas. Gathering at four city parks, the young folks paraded in costume and competed for prizes; the in-betweeners round and square danced to recorded music; and the older folks exchanged stories of previous Halloween's. Everyone took part in the ceremonial lighting of the bonfire, and the snake dance.

A troupe of traveling entertainers, including a barbershop quartet and a musical ensemble, made the round of all the parties. The whole program was a cooperative one—neighbors helped generously; the park department provided bonfire pyramids; the fire department furnished mobile lighting and a siren; and the police were on hand to control traffic.

Ernest Ten Eyck Attwell

ERNEST TEN EYCK ATTWELL, of the National Recreation Association, died on August 5, while en route from a service assignment at Syracuse to his home in Montclair, New Jersey, to start his summer vacation. Mr. Attwell, affectionately known as "E.T." to countless friends and fellow workers all over the country, was born in New York City seventy years ago. His mother was a leader in social and charitable affairs. His father was rector of St. Philip's Protestant Episcopal Church in New York City, one of the largest and oldest churches in Harlem.

Following his early education in New York City and Brooklyn, Ernest Attwell spent about eight years working in the office of the Southern Pacific Railroad Company, where he acquired the insight into business methods and management which was to prove valuable to him throughout his life. Soon after the turn of the century he was employed by Tuskegee Institute in Alabama. Here, associated closely with Booker T. Washington, not only was his aptitude for business management encouraged, but also his love and knowledge of sports. He was in charge of the business department of the Institute for years. For five of those years he coached football and took a close personal interest in recreation for the people of Tuskegee. During the last twelve years he served as a member of the faculty and of the executive council of the governing body. He was responsible for considerable extension work for the Institute in cooperation with the Alabama State Business League, of which organization he was president for several years.

During World War I Mr. Attwell was pressed into service as assistant to the food administrator for the State of Alabama. His genius for organization soon caught the attention of the Honorable Herbert Hoover, who called him to Washington to work with the U.S. Food Administration on the organization of nation-wide work among colored people in the wartime conservation of food. By this time, Mr. Attwell's qualities of understanding and statesmanship in the field of interracial well-

being had been noted by the National Recreation Association, and at the urgent request of the Association he joined its national staff in March, 1919.

His early assignments included difficult recreation organization problems in behalf of colored citizens in Philadelphia, Harrisburg, Montgomery, Mobile, and other cities of importance. In July 1920, he became Field Director of the Association's Bureau of Colored Work, a title he held for the rest of his life. When President Coolidge called his

famous National Conference on Outdoor Recreation, Mr. Attwell was invited as a delegate. From the 150 organizations represented, sixty delegates were selected as the Executive Council of the Conference. Mr. Attwell was selected to serve on this Council. Later, he also served as a member of President Hoover's Conference on Child Health and Protection.

A list of the cities visited by Mr. Attwell in capacity of Field Director would be reminiscent of the Atlas itself, for he answered many calls for help from

large and small communities in every part of the country. He was called upon to make studies of many kinds. Some had to do with individual recreation centers, some with a particular ward or neighborhood of a community, others with the whole basic problem of recreation in the community as a whole, in relation to the colored citizens of that community. His advice and counsel were eagerly sought by municipal officials and lay civic leaders, both white and colored, struggling with one or more facets of the complex problem of recreation for the colored citizens—organization, special legislation, finance campaigns, building plans, training and personnel problems, public relations or the content of the recreation program.

The main objective of Mr. Attwell's work has been, with the help of the Association's staff, to make recreation opportunities, facilities and leadership available to colored citizens, and to encourage greater participation on their part. His rare gifts of diplomacy and tolerant understanding were acknowledged and sought after by all who worked with him. A statesman, and human to the core, he



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loved people, and he was at home and at ease with groups of people at any level, in social, business, religious or governmental circles. Sometimes, with controversial issues being discussed, a certain tension would develop. At such times the gentle and altogether delightful humor of the man would be called into play, resulting in hearty laughter around the circle and the complete dissipation of the tension.

Mr. Attwell's voice has been a guiding and leading voice in the important task of interpreting, to white and colored citizens everywhere, the need for recreation opportunities for minority groups. In speaking of his work recently, he said, "In visiting communities which have approached the recreation frontier in tolerant and considerate spirit, I find not so much a difference in the technical direction of wholesome recreation activities for colored people, as a difference in the problems to be faced in promoting available facilities and leadership. That these problems have been recognized and in many ways adjusted is indicated in the unusual growth of the available centers and playgrounds for colored groups in every section of the United States."

Five years ago a number of recreation workers who had received valuable help from Ernest Attwell over a long period of years created the Attwell Silver Anniversary Committee and, under its auspices, arranged a dinner meeting in Columbus, Ohio, to honor his completion of twenty-five years of service in the public recreation movement. Many appropriate and well-deserved tributes were paid to "E.T." that evening. Acknowledging this happy occasion, the late Howard Braucher, then president of the National Recreation Association, sent the following message to the Committee: "Today a great many cities throughout America have more and better opportunities for the playlife of children and for the recreation of youth and adults because of Mr. Attwell's devoted leadership and personal work. There is much satisfaction for him and for all of you who continue to work together in increasing numbers to this end. The Association is grateful that the recreation leaders in so many communities have thus reaffirmed their devotion to him and to the national recreation movement."

The personal recreations and hobbies of Mr. Attwell were simple in character but gave him great satisfaction. Of his family, consisting of his wife, a married daughter and a son, he was tremendously and rightfully proud. His home was a haven of rest and contentment and here the latch-string was always out for the many fine friends who made occasional visits to New York and who

would seek out "E.T." at his suburban home.

One hobby which always brought him much pleasure, and pleased his friends as well, was in the field of the culinary arts. From young manhood he had enjoyed cooking as a recreation. He liked to tackle recipes that were not commonplace and he took great joy in producing some especially flavorful dish. There was only one stipulation, which was understood from the start and which helped to keep the hobby fresh and interesting. This was that someone other than "E.T." would be responsible for washing up the inevitable pots and pans!

Few men ever enjoyed a colorful garden in greater measure than Ernest Attwell. He was proud of his well-kept lawn and of the gorgeous annual display of sturdy zinnias in the large circular, stone-bordered flower bed he had cultivated for many years around the graceful birch tree in his backyard.

Part of the tribute given by the Reverend George Plaskett at the simple and beautiful funeral service follows:

"It is our privilege to pay tribute today to one whose life of kindly gentleness and concern for fellow human beings touched and influenced his friends, his country, his age.

"The deep philosophy by which Mr. Attwell lived and worked can best be expressed through his own words:

'The spirit of man maketh alive.

'Mature minds have the hope that man will again hearken and be guided by the eternal truth that the blessing of each obtain when and where Good Will prevails.

'A great opportunity was lost by the Innkeeper who pretended to have no room that night-before-Christmas. Let us pray that we may all find room for the needed moral and spiritual stamina without which continuing peace may pass our gates.'"

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Appeal to the Volunteer

Madeline Dane Ross

AT THE National Conference of Social Work in Cleveland this June, meetings for volunteers ran the gamut of welfare, health, recreation, and social action, and were under the chairmanship of both professionals and volunteers—according to a report in a current issue of *The Survey*. (Survey Associates). A few titles of papers presented indicate the range of subjects covered: Participation of Lay Groups in Maternity Homes Programs, Lay Board Participation in a Social Service Department (hospitals), Accountability of Boards of Social Agencies, Citizenship Participation in Child Welfare, The Philosophy of Voluntarism.

The impression from these meetings was unmistakable: that the professional social worker needed and wanted the lay citizen for volunteering and using his thought as well as effort for human progress; the old attitude of "You don't know enough for this, let a professional handle it," seemed to have vanished. There was no service apparent where the volunteer was not welcome, and much was said to make him feel that he must assume an active rather than a passive or apathetic role.

It was also apparent that the volunteer has come into his own, as far as recognition is concerned. He has earned the respect of the professional and is learning to appraise and respect himself realistically. He wants training, he wants to know. Although volunteering as an avocation really was established some time ago, a more general and positive feeling has pervaded since the war about the volunteer's intelligence, dedication, and the worth of his work. In their need for each other, volunteers and professionals have achieved a mutual regard from working together. There is increasing understanding of the role of each. Mrs. Sumner Spalding, a volunteer from Los Angeles, said, "When the methods for the attainment of a goal in a large community make for controversy, the professional staff should step in and use its skill for enlightenment and cooperation."

There were immediate indications of professional and citizen collaboration—of the citizen seeing the importance of his part and reexamining himself and his assets for volunteer service. Eduard C. Lindeman of the New York School of Social Work reported at a large and stimulating meeting



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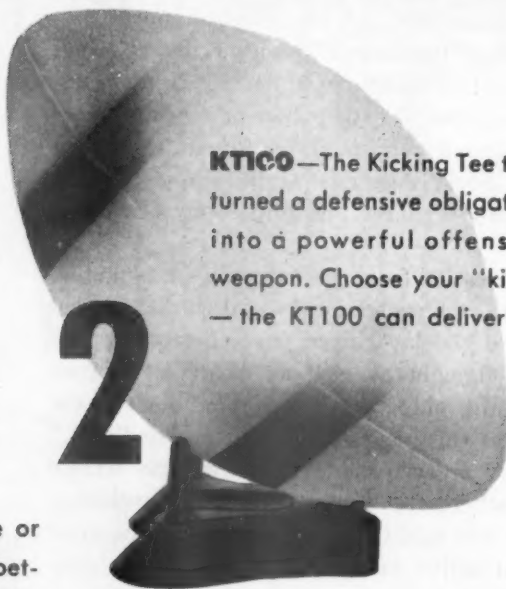
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the results of a survey of motivations of volunteers. This was a study begun initially at the 1948 Vassar Summer Institute and reported by Clarice Pennock and Marion Robinson in the September, 1948, *Survey Mid-monthly*. Since then it has grown to include volunteers from fifteen scattered cities. Although the study was, of necessity, limited to a segment of volunteer types, it shows clearly that volunteers are seriously appraising their motives and the worth of their work.

Dr. Lindeman described volunteering as an American phenomenon of working without pay for the health, education, recreation, and welfare services of our country. He estimated that if we included all lay members of local school and agency boards as well as those who came in through their churches, we could count about 30,000,000 volunteers. "If volunteering is so important," he said, "we should do it better. Professionals seem to go to professional meetings, but volunteers don't seem to go to their community meetings." Although the motivations' study merely scratches the surface of an enormous group and potentiality, it is a sound and serious beginning for understanding the volunteer—helping him to understand himself, his com-

position and aims.

The volunteer social worker at the Conference was confronted repeatedly by such challenges as the urgency of the times, the obligation to participate, the obligation to train for volunteering, the knowledge that he belongs and is wanted, and the realization that he has to know what he is doing.

At one meeting a lay member said that when she decided to volunteer, she did not know where to go. In ensuing discussions of where and how, mention was made of over seventy Volunteer Bureaus functioning throughout the country as part of the over-all planning for social welfare. These bureaus find out what volunteer services are needed in the community, recruit and train volunteers, and cooperate with other agencies. The potential volunteer also can get in touch with his community council or council of social agencies, or write to national agencies, national church groups, individual national health and welfare agencies, and so on.

The emphasis of this report was on the volunteer and what he gained directly from the Conference. There were many meetings for professionals at which the subject of volunteers and their place in the human welfare program was discussed.

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College Association Formed

Garrett G. Eppley

ORGANIZATION OF THE College Recreation Association was recently completed, following action taken during the National Recreation Congress in Omaha, Nebraska, last fall. The college association is planned to include all recreation personnel affiliated with colleges and universities in the United States and Canada.

Annual meetings of the association will be held in conjunction with the National Recreation Congress, the next being scheduled for September 11, in New Orleans. Officers and committee chairmen will serve until the annual meeting in 1950.

Officers are: President, Garrett G. Eppley, Chairman, Department of Recreation, Indiana University; vice-president, Fred M. Coombs, in charge of recreation curriculum, Pennsylvania State College; secretary-treasurer, Miss Priscilla Rabethge, Recreation Specialist, University of New Hampshire.

Committee chairmen and co-chairmen include: Constitution—chairman, Jackson Anderson, Purdue University, co-chairman, Miss Helen G. Smith, Washington State College; Affiliations—chairman, Henry O. Dresser, Louisiana State University, co-chairman, Israel C. Heaton, Utah State Agricultural College; Research—chairman, Milton A. Gabrielsen, New York University, co-chairman, Harry D. Edgren, George Williams College; Graduate Curriculum—chairman, G. B. Fitzgerald, University of Minnesota, co-chairman, John Hutchinson, Teachers College, Columbia University; Undergraduate Curriculum—chairman, Charles Weckwerth, Springfield College, co-chairman, Marvin Rife, University of Wisconsin; Field Service—chairman, Harold D. Meyer, North Carolina University, co-chairman, E. H. Regnier, University of Illinois; Campus Recreation—chairman, Miss June Breck, University of California, Los Angeles, co-chairman, Miss June Brasted, Mills College; Camping—chairman, Richard E. Stultz, Syracuse University, co-chairman, Charles B. Cranford, San Francisco State College; Student Associations—chairman, John Scherlacher, West Virginia, co-chairman, James H. Boswell, University of Florida.

The College Recreation Association is affiliated with the American Recreation Society. Its main function will be to improve the work of all persons employed by colleges and universities to perform a recreation function.

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Magazines and Pamphlets

Come Over to My House, prepared by Emily P. Wilson; **Stepping Out**, prepared by Martha H. Clarke. Girls' Friendly Society, 386 Fourth Avenue, New York. Former, \$.35; latter, \$.30.

A Pennsylvania Recreation Manual, 1949. State Planning Board, Department of Commerce, Harrisburg, Pennsylvania.

Park Maintenance, July 1949
Try a Festival, Collis L. Jordan.
Crabgrass, Its Chemical Control in Turf, J. A. DeFrance.
Pointers for Efficient Spray Painting, Frank V. Faulhaber.

Highroad, August 1949
Fun and Fellowship from Many Lands, Rose Wright.

Parks and Recreation, July 1949
South Florida Goes South Pacific, Collis L. Jordan.
Park and Recreation Week Activity—A Resume, Fred G. Heuchling.
The Interpretation of Nature, D. Robert Hakala.
Detroit's Recreation Program, J. J. Considine.
Designs for Public Playground Clubhouse Buildings, William Frederickson, Jr.
Maintenance Mart.

The Survey, July 1949
Baltimore Cleans Its Slums, Karl Detzer.
National Conference of Social Work.

Architectural Record, July 1949
Building Types Study Number 151—Building for Athletics and Recreation.
Editorial Direction of Frank G. Lopez.

Nation's Schools, August 1949
Community Centers in Atlanta, Roy W. Davis.

Beach and Pool, July 1949
Why Learn How to Swim? Carroll L. Bryant.
Basic Principles of Design, Construction, Maintenance of the YMCA Pool, Part III, John W. Ogg.
Pool Design, Construction, Operation.
Practical Pointers in Swimming Pool Filtration, Chauncey A. Hyatt.

Playtown, U.S.A. The Atlantic Institute, 209 South State Street, Chicago 4, Illinois.

Parks and Recreation in Canada, Convention Issue, 1949
Professional Leadership Training in Canada for Reereational Directors, Charles A. Barbour.
Parks Maintenance Equipment, H. A. Dorrance.
Economy in Park Maintenance, Edward I. Wood.

American Youth Hostels Handbook, 1949. American Youth Hostels, Incorporated, 6 East 39 Street, New York 16. \$.50.

Architectural Record, August 1949
Reinforced Concrete Stadium, First Unit of Rio's New Sports Center.

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New Publications

*Covering the
Leisure Time Field*

Living Through the Older Years

Edited by Clark Tibbitts. University of Michigan Press, Ann Arbor. \$2.00.

THIS IS A collection of addresses given at one of the first comprehensive conferences on the problems and adjustments of later maturity and old age—the Charles A. Fisher Memorial Institute. The Conference was addressed to two groups of people: (1) professional workers, such as adult education leaders, welfare workers, ministers, recreation workers, counselors, and public health nurses; and (2) middle-aged and older people alert enough to know that they can enjoy the later years if they understand themselves and the aging process and make suitable preparation.

The book should be valuable not only to leaders, therefore, but to those in vigorous middle years who want to look ahead, or to older persons who need help in understanding and solving their own personal problems.

Handbook of Y.M.C.A. Camp Administration

Edited by John A. Ledlie and Ralph D. Roehm. Association Press, New York. \$4.50.

THIS, THE *official* handbook of the Y.M.C.A., as a practical manual for camp directors and supervisors, presents the best that has been learned about administration in Y.M.C.A. camps. Its preparation was authorized in 1947 (by the seventh North American Assembly of Y.M.C.A. Workers with Boys), and the Camping Commission of the Association of Boys' Work Secretaries proceeded with the task. Its pages put the experience of hundreds of camp directors at the disposal of administrators and other camp leaders.

Film Booklets

Film Council of America, 6 West Ontario Street, Chicago 10, Illinois.

RELEASE OF THE final four "how-to-do-it" booklets by the Film Council of America completes a plan promoting the more effective use of films by community groups. Each of the eight booklets in the series answers questions most frequently asked by local film councils.

Written by authorities in the film field, the new booklets providing practical advice are: "How to Organize and Conduct Community Film Workshops," "How to Conduct a Survey of Film Needs and Resources," "How to Evaluate Films for Community Use," "How to Organize a Film Festival."

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